



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

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Texas Education Agency

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

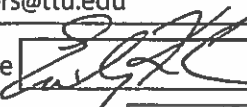
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature  Date

Grant Writer Name Signature  Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Average turnover rate across the coalition of 9 districts is 29% (with 6 districts at 30%+), and 40% of teaching staff has 5 or less years of teaching experience.	Recruit a pool of teacher candidates with ties and commitment to working in rural school districts.
Looking at the teacher population across districts, 80% of the teachers are white; whereas 70% of the students are minority.	Recruit a pool of teacher candidates who more closely match the demographic profile of the school districts
Fewer than 50% of the nearly 7000 high school students in the districts attend IHE further exacerbating potential talent to return to the community to teach.	Provide a pathway to teaching through a district-based program aimed at recruiting and returning community members as teachers

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By May 2020, 22 new, demographically diverse teachers from Texas Tech University with ties and commitment to their rural district will graduate, be recommended for certification, and be hired in one of the nine coalition districts.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

May 2019 (January to May 2019)

- Three joint governance meetings with districts and EPP have taken place.
- 22 teacher candidates are recruited to one of the 9 districts, have signed MOU and are ready to begin the year-long clinical experience in SY2020
- At least 20% of recruited candidates are paraprofessionals from districts participating in the Cycle 1 Pathway 3 grant
- All site coordinators (6) have been selected and prepared for supporting candidates in the GYO program
- At least 50% of the recruited candidates represent minority demographic groups

Measurable Progress (Cont.)**Second-Quarter Benchmark**

September 2019 (June to September 2019)

- Two joint governance meetings with districts and EPP have taken place
- 100% of the recruited teacher candidates have begun their clinical year in rural districts
- Two district-based site coordinators are supporting teacher candidates in Hamlin and Fayetteville ISDs (district-based site coordinators)
- Three TTU site coordinators are supporting candidates in Floydada, Tahoka, Brownfield & Dawson ISD (visiting site coordinators)
- One TTU site coordinator is supporting candidates in Crosbyton, Roosevelt & Slaton ISD (circuit site coordinator)

Third-Quarter Benchmark

January 2020 (October 2019 to January 2020)

- Three joint governance meetings with districts and EPPs have taken place
- 100% of recruited teacher candidates are making adequate progress in instructional competency, and are on-track for graduation, certification and teaching in SY2020
- 100% of candidates in districts that participated in Cycle 1 Pathway 3 grant have supported high school students in preparation of TAFE events
- Districts have launched recruiting efforts among paraprofessionals in preparation for a Pathway 2 application

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The primary structure within which project evaluation data will be used to determine when and how to modify the program is the Joint Governance Meeting. This meeting will be held monthly from the time of the NOGA until June 2020. At these meetings, authority-bearing representatives from each school district, South Plains College AAT program, and representatives from the EPP (including the site coordinator) will discuss the progress of the grant effort in terms of six areas: (a) candidate quality, demographics, progress and retention, (b) mentor selection and program implementation, (c) data sharing, (d) projected need for teacher talent in the coming year, and (e) sustainability and recruitment of future cohorts.

The project evaluation data utilized at each meeting will reflect one or more of the five areas identified above. This data will include:

- a. Number, quality, demographics, certification, placement and challenges associated with recruited teacher candidates;
- b. Progress and strategies for recruiting teacher candidates for the Cycle 3 cohort;
- c. Candidate progress in reaching skill proficiency, and feedback from site coordinators and mentors about job-embedded professional development;
- d. Progress with achievement data transfer and any outcomes from preliminary analyses;
- e. Progress, number of participants, achievements of ETC and CTSO for those districts participating in Cycle 1; and
- f. Vacancy projects, hiring and identification (and progress toward) certification recruiting targets for SY2020-2021.

If benchmarks or summative SMART goals do not show progress, evaluation data (above) will be used to identify specific areas of shortcoming. Revised strategies will be jointly identified among the members, and the same data source will be used to monitor the impact of adjustments. Progress in each grant-effort area will be reviewed and deliberated at the governance meetings. A final meeting in September 2020 will be held at TTU to examine the outcomes of the funded efforts, and the processes used to accomplish them.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☐ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☐ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☐ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☐ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☒ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☒ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☒ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☒ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY THREE: Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.

Texas Tech University, in partnership with the Coalition Districts, will recruit, select and retain 22 high-potential teacher candidates to participate in the program and receive the grant stipend.

The partners will use six strategies to achieve the SMART goal:

1. Recruit from among existing TTU teacher candidates. In early February 2019, current Texas Tech University teacher candidates who are in their final year, and who will begin teacher preparation in Fall 2019 will be contacted for participation in this (possible) program. Identification and selection of participants will include academic and professionalism criteria, as well as identification of candidates seeking "hard to staff" teaching fields (e.g., Bilingual Education). Top priority will be given to candidates with ties to local, rural communities surrounding the coalition districts, those who represent minority demographic groups, and then those expressing a commitment to be an educator in a rural district. Commitment to this endeavor will be formalized through the signing of an MOU between the candidate and a coalition district. The MOU will specify a guarantee for hiring by the district, and a commitment of teaching in the coalition district for no less than three years following graduation from the EPP.
2. Recruit from among AAT completers at South Plains College. Like the strategy for recruiting at Texas Tech University, graduates of the AAT program at South Plains College (May 2019) will be contacted for participation in this (possible) program. Identification and selection of participants will be as stated above.
3. Recruit from qualified district employees with an Associate degree and who are "core complete." Through district channels, Coalition members will identify individuals affiliated or currently working in the district who qualify based on interest and credential (i.e., transcript with at least 60 SCH and core complete, and adequate GPA). For those already employed by the district, insurance coverage will be maintained for the preparation year in order to remove at least one barrier to entering the EPP. For those who are interested, but not yet qualified, representatives from South Plains College will develop a pathway for AAT completion and then entry into the program in the subsequent cohort.
4. Texas Tech University participates in coalition districts' TAFE organizations. This strategy is intended to contribute to the sustainability of the program after the one-year funding window. Texas Tech University will support the TAFE organizations in the coalition schools by hosting "preparation" events for the regional and state competitions. These events will also serve as a recruiting opportunity for Texas Tech candidates to participate in the next cohort of rural educators, as well as highlight a clear pathway to certification for participating high school students.
5. Launch intensive TExES test preparation for all candidates. Not all candidates with adequate GPA are prepared to pass the TExES. To help ensure that recruits will be successful in passing the certification exam, one selection criteria will be achieving a score of 70% on the practice content examination. Those scoring between 55 and 69% will be supported through TTU resources to develop a study and review plan.
6. Support accepted candidates in applying for grant and loan-forgiveness opportunities. Although the current proposal includes a stipend for candidates completing the practicum year in a rural district, student loan and tuition must still be paid. To further incentivize identified and selected candidates, Texas Tech University and Coalition districts will support candidates in applying for the TEACH grant, and other loan-forgiveness opportunities following graduation.

CDN

Vendor ID

R00935665

Amendment #

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE☐ Check this box if you are applying for Pathway 1Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit X \$11,000 = Number of teachers who are teaching Education and Training courses, but not for dual credit X \$5,500 = Number of high schools with existing Education and Training courses in 2018-2019 X \$6,000 = Number of high schools without existing Education and Training courses in 2018-2019 X \$9,000 = **Total Request for Pathway 1****PATHWAY TWO**☐ Check this box if you are applying for Pathway 2 **WITH** Pathway 1Number of candidates pursuing a teacher certification only X \$5,500 = Number of candidates pursuing both a bachelor's degree and a teacher certification X \$11,000 = Request for Pathway 2 Request for Pathway 1 **Total Combined Request for Pathways 1 & 2****PATHWAY THREE**☒ Check this box if you are applying for Pathway 3Number of candidates participating in a year-long clinical teaching assignment X \$22,000 = Number of candidates participating in an intensive pre-training service program X \$5,500 = **Total Request for Pathway 3**

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Site Coordinators (additional compensation)	110,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Teacher Candidate stipend	330,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs **TOTAL AMOUNT REQUESTED**

Total Direct Costs plus Indirect Costs

Partner LEA(s)

Applicants must complete the fields below, stating each partner LEA in which candidates will be placed.

Partner LEA	County-District Number
1. <i>Floydada ISD</i>	077-901
2. <i>Crosbyton ISD</i>	054-901
3. <i>Roosevelt ISD</i>	152-908
4. <i>Slaton ISD</i>	152-903
5. <i>Tahoka ISD</i>	153-904
6. <i>Hamlin ISD</i>	127-903
7. <i>Brownfield ISD</i>	223-901
8. <i>Dawson ISD</i>	058-902
9. <i>Fayetteville ISD</i>	075-906

Grow Your Own Grant

Pathway 3 Grow Your Own Program Attachment

Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment

Program Participants: Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

22

Type of Program: Applicant must specify the type of EPP funding requested—year-long clinical teaching assignments or intensive preservice training with a clinical component.

Year-long clinical teaching

Question 1: EPP Quality. Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates.

- ☐ The description must include historical data on the success of the EPP, such as certification exam passing rates, finishing rates, and/or placement rates, broken down by candidate demographics.
- ☐ The description must include EPP program structures, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio.

Indicators of EPP Quality

Researchers have long known the characteristics of effective clinical practices and strategies for ensuring that prospective teachers master high-impact clinical experiences (Boyd et al., 2009; Guyton & McIntyre, 1990). From this literature, five attributes have emerged that are associated with increased teacher preparedness: (a) a focus on practice; (b) mentoring and coaching; (c) a coherent vision of teaching; (d) integration of coursework and clinical experiences; and (e) partnerships as the driving force for change and improvement. The teacher preparation program at Texas Tech University embodies these key attributes by focusing on practice and providing additional coaching and mentoring in a partnership environment that involves the teacher candidate, a clinical coach (i.e., site coordinator) and the cooperating teacher in the host classroom (Kraft, Blazar & Hogan, 2018). The result is a new teacher stepping into the classroom with relevant cultural competencies, knowledge and skill for effective instruction, and the disposition to improve student achievement in same schools and classrooms where they have been preparing for the past year.

Tech Teach Across (Rural) Texas

Flexibility and quality in programing are one of the key drivers in meeting the staffing needs of rural school districts. The EPP at Texas Tech University has two pathways to earning a bachelor's degree and teacher certification that will be combined for the Tech Teach Across (Rural) Texas program. The first is a "traditional" university-based pathway built on partnership with local districts, but with limited "GYO" capacity given the nature of a university-based program. This pathway will be used for current undergraduates at TTU who are entering their final year of teacher preparation and who have ties to the rural partner districts. The second is an accelerated, GYO program that is entirely district-based recruiting candidates from a specific community who are prepared in their community specifically for the community. This pathway will be used to support current paraprofessionals or instructional aides from the partner districts, as well as AAT graduates transferring to TTU from community colleges who also have ties to the rural partner districts. Both programs were successfully used in Cycle 1 to begin addressing the staffing needs of 5 rural districts. The current proposal expands the TTU programs to 9 the districts using both program types.

Evidence of Success

The mission of the Texas Tech program is to prepare the measurably best teachers in the State of Texas. The current proposal to prepare 22 new rural teachers is guided by this mission, built on successful innovation and a strong track-record of partner-based accomplishment. Like the pathways upon which it is built, TTA(R)T has been successful in terms of certification rates, completion rates, demographic diversification, and utilizes the same curriculum, supervision and support practices, and governance structures to create graduates who are classroom ready upon program completion (see Table 1).

For example, in recently released results from the Principal Appraisal of first-year teachers (October 2018), Texas Tech University earned a score of 82 compared to a state average of 73, and TTU scores in the current year indicate a historic trend upward. Rates of completion, rates of certification and diversification of the teacher-talent pool, along with past success with the rural GYO effort, all point to a high probability of success.

Table 1
Historical Data on Program Success (SY 2016 to SY2018)

<i>TTU Pathway</i>		<i>Candidate Numbers</i>	<i>TExES Passing Rate</i>	<i>Completion Rate</i>	<i>Percent Minority</i>
<i>Tech Teach (LBK)</i>					
	Minority	83	89%	100%	26%
	Majority	313	90%	87%	
<i>Tech Teach Across Texas (TTAT)</i>					
	Minority	164	95%	85%	36%
	Majority	92	83%	83%	
<i>TTA(Rural)T (2018)</i>					
	Minority	8	Not yet testing	June 2019	53%
	Majority	7	Not yet testing	June 2019	

Description of Support Provided to Teacher Candidates

In TTA(R)T program, teacher candidates will receive near wrap-around support to ensure progress toward content mastery and instructional effectiveness. First, a TTU-based clinical coach, or “site coordinator” will instruct, coach and evaluate candidate progress toward instructional competency. The clinical coach will be based in the districts in order to provide daily contact and support. In addition to pedagogy support, the coach will also serve as a liaison among content instructors, candidates, and the preparation program ensuring early identification of obstacles and providing resources to address challenges associated with coursework. Second, faculty at TTU will orient courses in a manner that ensures content mastery as well as application to teaching. Outcomes on course assignments and examinations will be used to adjust teaching strategies, and tailor content teaching in a way that maximizes opportunity for success in the course, and success in challenging the State certification exam for mathematics teaching. Third, candidates will complete their student-teaching experience under the mentorship of an intentionally-selected cooperating teachers who also have a record of effectiveness in motivating culturally-diverse learners and improving achievement. Cooperating teachers and candidates will work together from the first day of the inservice teachers’ contract and continue until the final day of the same school year. Clinical coaches and cooperating teachers will collaborate to hone candidates’ teaching skill using data from walk-through and formal teaching evaluations.

Program Structure

There are several unique program features of the Texas Tech program. Among them are the curriculum, the supervision model and the feedback structures. The curriculum is skill focused utilizing selected indicators from the TAP rubric as the “backbone” for course content. The use of a common rubric supports teacher candidates and teacher educators in describing and improving instructional practice. To further support a skill focus, each course in the curriculum contains an Apply & Evaluate assignment (A&E). This assignment requires teacher candidates to master an instructional skill (e.g., Questioning, or Academic Feedback), demonstrate competency in a real classroom setting while using video-capture technology to facilitate self-reflection, peer feedback, and instructor evaluation of skill demonstration. In addition to content certification, candidates in most certification pathways will acquire the knowledge and skill required for passing both the ESL and Special Education supplemental certification examinations (i.e., EC-6; 4-8; and selected 7-12 certifications).

Throughout the program, teacher candidates are supervised and provided feedback by site coordinators. The role of the site coordinator is the “linchpin” for the entire program. Far more than the traditional university supervisor, the site coordinator serves as an instructional coach for teacher candidates supporting their mastery of instructional skills and evaluating their

progress. The ratio of candidate to site coordinator varies, somewhat but in the current (proposed) program, the ratio will be set at 1:15 allowing sufficient time for site coordinators to travel between Coalition Districts. Each teacher candidate receives two formal "performance assessments" each semester, and at least one "weekly" walk-through observation focused on refinement areas.

Like the curriculum, performance assessments and walkthroughs are based on the TAP rubric utilized in both pre and post-conference discussions between site coordinator and teacher candidates. For performance assessments, the site coordinator consults with the teacher candidate in a pre-conference aimed at ensuring progress in refinement areas and use of student data to design and differentiate instruction. Then, the next day, teacher candidates are observed "in person" by the site coordinator, who gathers evidence from scripting the lesson, and then arranging evidence to derive a score on the TAP rubric. Teacher candidates also video-capture their instruction in order to self-script and arrange evidence associated with the TAP indicators. Then, within 48 hours of the instructional event, site coordinator and candidate meet for a post-conference where they compare evidence, identify a new area for refinement, and assign/justify scores on the TAP indicators.

Data derived from performance assessments and walkthroughs are used to determine the just-in-time instructional focus of weekly meetings of teacher candidates and their site coordinator. This data also provides focus of monthly site coordinator professional development meetings with mentor teachers aimed at supporting candidate improvement. This data also provides one source of information shared with districts in governance meetings.

The use of the TAP rubric to describe effective teaching, embedding TAP-oriented skills within each course, and utilizing the rubric for coaching and communication about candidate instructional competency reflect structures and practices aimed at ensuring Tech Teach graduates are the measurably best teachers in the State.

References

- Boyd, D.J., Grossman, P.L., Lankford, H., Loeb, S. & Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, 31(4), 416-440.
- Guyton, E., & McIntyre, D.J. (1990). Student teaching and school experiences. In W.R. Houston (Ed.), *Handbook of research on teacher education*. (pp. 514-535). New York: MacMillan.
- Jabbar, H., Epstein, E., Sánchez, J., & Hartman, C. (2018, July). *Thinking through transfer: Building a conceptual model for how community college students make transfer decisions*. Paper presented at the Central Texas Transfer Pathway Forum, San Marcos, Tx.
- Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88 (4) 547-588. DOI: 10.3102/0034654318759268.

Question 2: EPP and LEA Partnership. Applicant must describe the plan for the partnership between the EPP and LEA(s).

- ☐ The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.
- ☐ All applicants applying for Pathway 3 funds must submit with their application signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates.

Context

According to a recent report by the U.S. Department of Education (2018), the challenges facing rural districts are similar to those facing large urban districts – poverty, teacher talent recruiting and retention, teacher and administrator effectiveness – but these challenges become even more complex to solve the further removed is the district from population centers. Nowhere is this additional complexity more apparent than in the lower rates of participation in post-secondary education.

High school students in rural districts graduate at rates comparable to students across the State, but their rate of participation in post-secondary education is dramatically lower than urban and suburban students. One reason for this is the limited opportunity and (therefore) cost of continuing education beyond high school. Lack of participation in post-secondary education then spirals to become a “root cause” of other issues plaguing rural districts, such as ongoing struggles with talent recruitment and retention, educator effectiveness and (ultimately) student achievement. This reality further impacts the economy of small communities and further thwarts opportunities to cultivate teacher talent among young adults in the community. The partnership between the districts in this coalition and Texas Tech seeks to address directly completion of post-secondary education in rural districts specifically to build a pipeline of teacher talent.

Joint Governance for Continuous Improvement

Throughout the time of the project, institutional partners will collaborate on a variety of task ranging from day-to-day operations to examining program impact. Monthly governance meetings will be conducted via video-conference for all partners to review and problem-solve around issues of recruiting, advertisement, advising, mentor-teacher selection, and candidate progress. These meetings will be attended by district superintendents, EPP administrators, site coordinators, and potential partners for the upcoming Cycle 3 call for proposals in order to provide a learning forum for communication about implementation, address obstacles, and implement solutions. In May 2020, a day-long, in-person partnership meeting will be held to formally evaluate program and partners success and identify strategies for improving and sustaining pipelining of teachers to the partner districts.

Three Innovative Support Models Help Pipeline Teacher Talent to Rural Districts

One significant change in the Cycle 2 EPP proposal is the adaptation of the EPP model that will enable districts to allocate their own resources to support a site coordinator when the preparation program cannot. In Cycle 1 program, there were two types of site coordinators. The first type was the “visiting” site coordinator. Visiting site coordinators were individuals who served as site coordinators in the TTU campus-based program, but who also travelled out to rural districts to support teacher candidates. This model is viable as long as additional funding to support travel is available, and the districts are within reasonable distance from the university. The second type was the “circuit” site coordinator. One embedded site coordinator, who was a TTU employee travelled a circuit of three districts supporting candidates in these districts. A site coordinator in this support model could be supported by districts’ reallocating federal funding as long as the distances between districts were reasonable, and there are enough teacher candidates among the district to support the reallocated costs of salary and travel.

Both types of site coordinators will continue to be used in Cycle 2 with the addition of a third model called a “district-embedded” site coordinator. This type of site coordinator will be a school-district employee to whom the job of site coordinator has been assigned as part of normal duties. These district-embedded site coordinators will participate in professional development aimed at building capacity as an instructional coach, implementation of the Tech Teach model, and supports for conducting mentor-teacher meetings, weekly data-driven “cluster meetings” with teacher candidates, and interface with the IHE systems for grading and evaluation needed for awarding course-credit and reporting functions for the EPP. The addition of this type of site coordinator to the Tech model holds great potential for expanding the pipelining of

teacher talent to rural districts utilizing a quality EPP and effective preparation strategies that are working alone without other district partners and who are at a significant distance from the university EPP (e.g., Fayetteville ISD is over 400 miles from the Tech campus).

Following notification of the grant award, the two new site coordinators will begin professional development starting in March 2019, continuing through summer, and with weekly, ongoing support from program implementation coaches (Professional Development Facilitators) just like all other site coordinators in the Tech program.

Table 2
Site Coordinator Models and Participating Districts

Site Coordinator Type	Supporting candidates in these districts
1. <i>Visiting</i>	Floydada Brownfield Dawson Tahoka
2. <i>Circuit</i>	Crosbyton Roosevelt Slaton
3. <i>District-embedded</i>	Hamlin Fayetteville

Memorandum of Understanding (MOU) between Coalition Districts and Texas Tech University. It is the practice of Texas Tech University since 2011 to formally establish a partnership with districts where our teacher candidates are prepared. All the MOUs with the partner districts in this proposal (9) have already been finalized and are the basis for establishing or re-establishing partnership for the (proposed) grant activity, including identification, selection and retention of candidates in the districts. As instructed, these MOUs are included with this application.

The MOU establishes roles for Texas Tech University and the partner districts in (a) designing and implementing a district-based, clinically-intensive teacher education program; and (b) establishing a framework for sharing de-identified K-12 student data for purposes of monitoring and evaluating the effectiveness of the candidates and the preparation program. To the current form, an addendum will be added (c) describing the role for each party to identify and implement strategies aimed at sustaining the (proposed) program and thereby ensuring a pipeline of local teacher talent committed to working in rural schools. These strategies may include cost-sharing among coalition districts for the salary and support of up to three site coordinators funded by revenue recaptured from increased rates of new-teacher retention; reallocation of Title II funding so as to support district-embedded teacher preparation; or a commitment to jointly seeking external financial support.

A letter of support from each school board president, or a board resolution, is attached to this application.

Reference

U.S. Department of Education (2018). *Section 5005 Report on Rural Education: Final Report*. Office of Rural and Community Engagement, Washington, D.C.



BROWNFIELD I.S.D.

601 Tahoka Road ~ Brownfield, TX. 79316 ~ Office 806-637-2591 ~ Fax 806-637-9208

Chris Smith, Superintendent

Melissa Oliva, Assistant Superintendent of Curriculum and Instruction

Teresa Montemayor, Chief Financial Officer

November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

I am writing in support of the Pathway 3 *Grow Your Own* application being submitted by Texas Tech University in partnership with eight school districts around the State of Texas. Brownfield ISD is participating in this funding cycle as a new member in the coalition of eight districts aimed at preparing teachers for rural schools. As president of the Brownfield ISD school board, I along with my fellow members, share the goal of the grant program which will greatly benefit our community.

I recognize by applying that the district is making a commitment to work with the Texas Tech program to monitor and evaluate progress toward the program goal and modify our activities, if necessary, to ensure success. Our superintendent, Chris Smith, will work closely with the university representatives and the other superintendents in the coalition to implement this program, and will update the board regularly about progress and future plans. Moreover, I understand that candidates in the university program will prepare in the district for an entire year completing coursework, and be supported by observation, feedback and coaching from a district mentor teacher, and a Texas Tech University site coordinator. Best of all, I understand that upon completion, this new teacher has committed to work in our district (or one in the region if no position is available) for three years following graduation and certification.

On behalf of the board and the entire district, we are grateful to the Agency for this opportunity to develop solutions to our regional teacher-staffing needs by partnering with Texas Tech University.

Sincerely,

Tony Serbantez
School Board President
Brownfield ISD

Crosbyton Consolidated Independent School District

204 S. Harrison, Crosbyton, Texas 79322



Phone: (806) 675-7331
Administration Fax: (806) 675-2409
High School Fax: (806) 675-1049
Shawn Mason, Superintendent, ext. 1201
Gary Hardin, Business Manager, ext. 1203
Hector Dominguez, Secondary School Principal, ext. 1204
Sharon West, Elementary Principal, ext. 1213

November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

I am writing in support of the Pathway 3 *Grow Your Own* application being submitted by Texas Tech University in partnership with eight school districts around the State of Texas. Crosbyton CISD is participating again in this funding cycle, along with a coalition of eight other districts, to pipeline teachers to rural schools. In the current year, two candidates have committed and are being prepared in our district, and we anticipate preparing three in the coming year, two of which are paraprofessionals who are working toward transitioning to a teaching role. As president of the Crosbyton CISD school board, I along with my fellow members, share the goal of the grant program aimed at bringing to and cultivating within quality teachers for our communities.

I recognize by applying that the district is making a one-year commitment to work with the Texas Tech program to monitor and evaluate progress toward the program goal and modify our activities, if necessary, to ensure success. Our superintendent, Shawn Mason, will work closely with the university representatives and the other superintendents in the coalition to implement this program, and will update the board regularly about progress and future plans. Moreover, I understand that candidates in the university program will prepare in the district for an entire year completing coursework, and be supported by observation, feedback and coaching from a district mentor teacher, and a Texas Tech University site coordinator. Best of all, I understand that upon completion, this new teacher has committed to work in our district (or one in the region if no position is available) for three years following graduation and certification.

As specified in Cycle 1, Crosbyton CISD will continue working with high school students through the ETC courses and support the student extra-curricular club (i.e., TAFE) as a means to raise the profile of the teaching profession among adolescents and begin building a local pipeline for teacher talent in the district.

On behalf of the board and the entire district, we are grateful to TEA for this opportunity to develop solutions to our regional teacher-staffing needs by partnering with Texas Tech University.

Clifford Trull
Board President
Crosbyton CISD

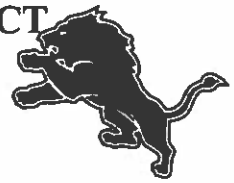


FAYETTEVILLE INDEPENDENT SCHOOL DISTRICT

Jeff W. Harvey, Superintendent

P.O. Box 129 • 618 N Rusk St • Fayetteville, Texas 78940

Phone 979-378-4242 Fax 979-378-4246



Brynn Lopez, Principal

www.fayettevilleisd.net

Lisa Dyer, Dean of Students

November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

I am writing in support of the Pathway 3 *Grow Your Own* application being submitted by Texas Tech University in partnership with eight school districts around the State of Texas. Fayetteville ISD is participating in this funding cycle as a new member in the coalition of eight districts aimed at preparing teachers for rural schools. As president of the Fayetteville ISD school board, I along with my fellow members, share the goal of the grant program which will greatly benefit our community.

I recognize by applying that the district is making a commitment to work with the Texas Tech program to monitor and evaluate progress toward the program goal and modify our activities, if necessary, to ensure success. Our superintendent, Dr. Jeff W. Harvey, will work closely with the university representatives and the other superintendents in the coalition to implement this program, and will update the board regularly about progress and future plans. Moreover, I understand that candidates in the university program will prepare in the district for an entire year completing coursework, and be supported by observation, feedback and coaching from a district mentor teacher, and a Texas Tech University site coordinator. Best of all, I understand that upon completion, this new teacher has committed to work in our district (or one in the region if no position is available) for three years following graduation and certification.

On behalf of the board and the entire district, we are grateful to the Agency for this opportunity to develop solutions to our regional teacher-staffing needs by partnering with Texas Tech University.

Vincent Orsak
Board President
Fayetteville Independent School District

Floydada Independent School District

Dr. Gilbert Trevino, Superintendent

226 West California Floydada, TX 79235

Phone: 806-983-3498

Fax: 806-983-5739

October 2, 2018

Dear Proposal Reviewers,

I am writing in support of the Texas Tech University application for the TEA 2019-2021 Grow Your Own Grant Program, Cycle 2, **TTU Rural Educators Pipeline**. Floydada ISD is one of several districts that has partnered with other area school districts to form a coalition to create and sustain a teacher-talent pipeline to rural districts in Region 17.

As the Board President of a district that is a member of this coalition, I fully support our district participating in monthly Coalition Governance Meetings; supporting recruiting of local candidates for the Tech Teach Program, including transitioning as possible potential candidates to be ready for the program; communicating with stakeholders about challenges and successes; and continuing recruiting, scheduling, offering and sustaining Ready, Set, Teach courses and a corresponding student organization (TAFE).

In closing, having served as a board member of a rural school district for several years now, I have witnessed the difficulty our administration has in recruiting and retaining certified teachers. This grant would continue to allow us to recruit and develop local teacher candidates who are deeply rooted in our community, thus allowing us to retain them. Thank you for your consideration of this application.

Sincerely,



Lyle Miller

President - Board of Trustees for the Floydada Independent School District

226 West California Street

Floydada, Texas 79235

(806) 983-3498



November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

I am writing in support of the Pathway 3 *Grow Your Own* application being submitted by Texas Tech University in partnership with eight school districts around the State of Texas. Hamlin ISD is participating in this funding cycle as a new member in the coalition of eight districts aimed at preparing teachers for rural schools. As president of the Hamlin ISD school board, I along with my fellow members, share the goal of the grant program which will greatly benefit our community.

I recognize by applying that the district is making a commitment to work with the Texas Tech program to monitor and evaluate progress toward the program goal and modify our activities, if necessary, to ensure success. Our superintendent, Dr. Randy Burks, will work closely with the university representatives and the other superintendents in the coalition to implement this program, and will update the board regularly about progress and future plans. Moreover, I understand that candidates in the university program will prepare in the district for an entire year completing coursework, and be supported by observation, feedback and coaching from a district mentor teacher, and a Texas Tech University site coordinator. Best of all, I understand that upon completion, this new teacher has committed to work in our district (or one in the region if no position is available) for three years following graduation and certification.

On behalf of the board and the entire district, we are grateful to the Agency for this opportunity to develop solutions to our regional teacher-staffing needs by partnering with Texas Tech University.

Sincerely,

Mason VanCleave, President
Hamlin ISD Board of Trustees

Roosevelt Independent School District

"Where Great Minds Soar"

November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

I am writing in support of the Pathway 3 *Grow Your Own* application being submitted by Texas Tech University in partnership with eight school districts around the State of Texas. Roosevelt ISD is participating again in this funding cycle, along with a coalition of eight other districts, to pipeline teachers to rural schools. In the current year, five candidates have committed and are being prepared in our district, and we anticipate preparing at least one in the coming year. As president of the Roosevelt ISD school board, I along with my fellow members, share the goal of the grant program aimed at bringing to and cultivating within quality teachers for our communities.

I recognize by applying that the district is making a one-year commitment to work with the Texas Tech program to monitor and evaluate progress toward the program goal and modify our activities, if necessary, to ensure success. Our superintendent, Dallas Grimes, will work closely with the university representatives and the other superintendents in the coalition to implement this program, and will update the board regularly about progress and future plans. Moreover, I understand that candidates in the university program will prepare in the district for an entire year completing coursework, and be supported by observation, feedback and coaching from a district mentor teacher, and a Texas Tech University site coordinator. Best of all, I understand that upon completion, this new teacher has committed to work in our district (or one in the region if no position is available) for three years following graduation and certification.

As specified in Cycle 1, Roosevelt ISD will continue working with high school students through the ETC courses and support the student extra-curricular club (i.e., TAFE) as a means to raise the profile of the teaching profession among adolescents and begin building a local pipeline for teacher talent in the district.

On behalf of the board and the entire district, we are grateful to TEA for this opportunity to develop solutions to our regional teacher-staffing needs by partnering with Texas Tech University.



Jim Warnock
President
Roosevelt ISD Board of Trustees

Dallas Grimes, Superintendent of Schools
1406 CR 3300; Lubbock, TX 79403 • 806.842.3282 • fax 806.842.3266
www.roosevelt.k12.tx.us

Slaton Independent School District

Julee Becker
Superintendent



Jim Andrus
Assistant Superintendent

November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

I am writing in support of the Pathway 3 *Grow Your Own* application being submitted by Texas Tech University in partnership with eight school districts around the State of Texas. Slaton ISD is participating again in this funding cycle, along with a coalition of eight other districts, to pipeline teachers to rural schools. In the current year, 4 candidates have committed and are being prepared in our district, and we anticipate preparing 4 more in the coming year [2 of which are paraprofessionals working toward transitioning to a teaching role]. As president of the Slaton ISD school board, I along with my fellow members, share the goal of the grant program aimed at bringing to and cultivating within quality teachers for our communities.

I recognize by applying that the district is making a one-year commitment to work with the Texas Tech program to monitor and evaluate progress toward the program goal and modify our activities, if necessary, to ensure success. Our superintendent, Julee Becker, will work closely with the university representatives and the other superintendents in the coalition to implement this program, and will update the board regularly about progress and future plans. Moreover, I understand that candidates in the university program will prepare in the district for an entire year completing coursework, and be supported by observation, feedback and coaching from a district mentor teacher, and a Texas Tech University site coordinator. Best of all, I understand that upon completion, this new teacher has committed to work in our district (or one in the region if no position is available) for three years following graduation and certification.

As specified in Cycle 1, Slaton ISD will continue working with high school students through the ETC courses and support the student extra-curricular club (i.e., TAFE) as a means to raise the profile of the teaching profession among adolescents and begin building a local pipeline for teacher talent in the district.

On behalf of the Slaton ISD Board of Trustees and the entire district, we are grateful to the Agency for this opportunity to develop solutions to our regional teacher-staffing needs by partnering with Texas Tech University.

Best regards,

Carlos Bentancourt
President
Slaton ISD Board of Trustees

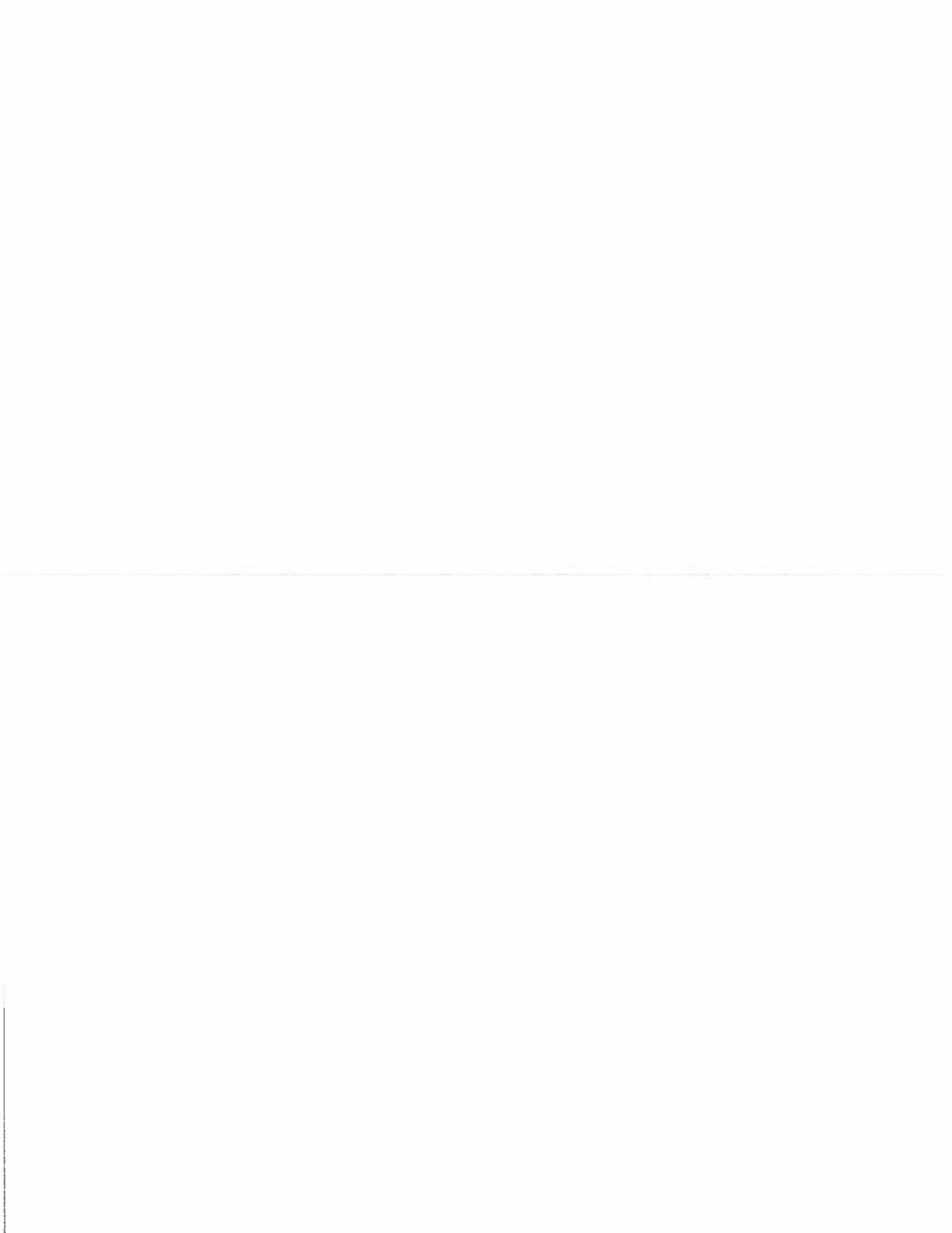
806-828-6591

140 E Panhandle Street, Slaton, TX 79364

www.slatonisd.net

Board of Trustees

Carlos Bentancourt, President ■ Shannon Henzler, Vice President ■ Greg Schilling, Secretary
Kristal Garcia ■ Irma Jaramillo ■ Justin Martin ■ Milton Smith





**"In Pursuit of
Excellence"**



Mr. Dick Van Hoose
Interim Superintendent
806-561-4105
(fax) 806-561-4160
dvanhoose@tahokaisd.org

TAHOKA INDEPENDENT SCHOOL DISTRICT

2129 North Main Street, Tahoka, TX 79373 (806) 561-4160

November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

I am writing in support of the Pathway 3 *Grow Your Own* application being submitted by Texas Tech University in partnership with eight school districts around the State of Texas. Tahoka ISD is participating again in this funding cycle, along with a coalition of eight other districts, to pipeline teachers to rural schools. In the current year, 2 candidates have committed and are being prepared in our district, and we anticipate preparing 2 in the coming year. As president of the Tahoka ISD school board, I along with my fellow members, share the goal of the grant program aimed at bringing to and cultivating within quality teachers for our communities.

I recognize by applying that the district is making a one-year commitment to work with the Texas Tech program to monitor and evaluate progress toward the program goal and modify our activities, if necessary, to ensure success. Our superintendent, Dick Van Hoose, will work closely with the university representatives and the other superintendents in the coalition to implement this program, and will update the board regularly about progress and future plans. Moreover, I understand that candidates in the university program will prepare in the district for an entire year completing coursework, and be supported by observation, feedback and coaching from a district mentor teacher, and a Texas Tech University site coordinator. Best of all, I understand that upon completion, this new teacher has committed to work in our district (or one in the region if no position is available) for three years following graduation and certification.

Mr. Dick Van Hoose
Interim Superintendent
806-561-4105
(fax)806-561-4160
dvanhoose@tahokaisd.org

As specified in Cycle 1, Tahoka ISD will continue working with high school students through the ETC courses and support the student extra-curricular club (i.e. TAFE) as a means to raise the profile of the teaching profession among adolescents and begin building a local pipeline for teacher talent in the district.

On behalf of the board and the entire district, we are grateful to TEA for this opportunity to develop solutions to our regional teacher-staffing needs by partnering with Texas Tech University.

A handwritten signature in black ink that reads "Clay Taylor". The script is cursive and fluid, with the first letters of "Clay" and "Taylor" being capitalized and prominent.

Clay Taylor
Board President
Tahoka ISD

**Memorandum of Understanding
Teacher-Preparation Program**

Parties. Texas Tech University (TTU), through its College of Education at Texas Tech University (TTUCOE) and its Information Technology Division (TTUITD) are collaborating with Floydada ISD to improve educator preparation, with the end goal of improving Floydada ISD student achievement.

WHEREAS, the parties to this Memorandum of Understanding (MOU) desire to continue their support of the TechTeach Teacher Preparation Program, serving elementary and secondary grade-levels in high need areas.

Purpose. The purpose of this MOU is to articulate the goals of the partnership, and to specify each party's responsibilities associated with implementing the TechTeach Teacher Preparation Program (the "Program").

A. COLLABORATIVE GOALS

Goal 1

Design and implement within Floydada ISD, a district-based, clinically intensive teacher education program with the aim of mentoring TTUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become highly competent in their subject-area, pedagogy and, by the second (2nd) year of teaching, to produce student achievement gain scores greater than the district average; and

Goal 2

Establish a framework for transferring teacher-level data between the Floydada ISD and TTUITD for the purposes of monitoring and evaluating the preparation and effectiveness of Teacher Candidates who are working in Floydada ISD. Teacher-level mean scores of students in classrooms aggregated to the teacher.

B. TTUCOE RESPONSIBILITIES

Related to Goal 1:

- 1) Dedicate and support a full-time person to serve as a Site Coordinator and district liaison ("TTU Site Coordinator"). On a day-to-day basis, the Site Coordinator will (a) provide support to Teacher Candidates placed in Floydada ISD schools, (b) collaborate with building administrators and Mentor Teachers, and (c) contribute to the governance meetings with Floydada ISD and community college partners.
- 2) Recruit and screen talented and committed Teacher Candidates into competency-based teacher education programs.
- 3) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Floydada ISD need.
- 4) Use Teacher Candidate clinical competency data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Clinical competency data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates' instructional practices is achieved. Video-capture of Teacher Candidates will not be published without valid consents as required by FERPA or any other applicable privacy law, regulation, or policy. In recognition of the sensitivity of this practice, video of candidates' instruction will be captured under the district media permission (see C.5. below) in the following manner:
 - a. Capture of video. TTUCOE will:
 - i. Center the Teacher Candidate as the focal point of the video;
 - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Floydada ISD students' faces, though some incidental exposure is likely; and
 - iii. Direct its Teacher Candidates to determine with Mentor Teachers (Floydada ISD teachers under whom TTUCOE Teacher Candidate work) the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture these student/s in the recording. The Mentor Teacher will be responsible for ensuring such students are not included in the video capture. The student exception will be documented by the Teacher Candidate.
 - b. Handling and storage of video capture. TTUCOE will:

- i. Restrict only authorized individuals to access videos; TTU will integrate access controls by requiring TTU network account credentials (eRaider) to view video content. Access authorization will be established by the TTUCOE Program director with concurrence from the dean, and communicated to TTUITD;
 - ii. Prepare all Teacher Candidates to utilize the Swivl application, a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;
 - iii. Train Teacher Candidates to upload to the secure Swivl site all video associated with course assignments or performance assessments within twenty-four (24) hours of capture;
 - iv. Ensure the use of the Swivl application provides the security assurances necessary for recording in classroom. Video captured with the Swivl application is automatically and permanently erased from the device, once uploaded to the secure website;
 - v. Coordinate maintenance of video on the secure Swivl website for a period not to exceed ten (10) years from time of capture; and
 - vi. In the event of contract termination with Swivl, TTU will retain all video content in accordance with applicable retention policies, and will store the content on a TTUCOE server at the TTU University Data Center, with strict access controls remaining in place. Note that if another vendor is engaged, TTUCOE will require that the new vendor comply with the terms of this MOU, as well as TTU Operating Policies, including the TTU IT Security Policies.
 - c. Use of video for instructional purposes. TTUCOE will upload video to the secure Swivl site:
 - i. For purpose of self-observation and self-evaluation of instructional practices;
 - ii. To be used by TTU faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skill;
 - iii. To be used for purposes of Program evaluation;
 - iv. To be used by TTU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and
 - v. In no case will images of students appear in a public forum for purposes of self, candidate, Program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
- 5) Work with Floydada ISD personnel to collaboratively select, train, support, and evaluate Floydada ISD teachers serving as Mentor Teachers to Teacher Candidates.
- 6) Require its Teacher Candidates to abide by the rules of conduct contained within the TTUCOE Student Handbook and the Floydada ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Floydada ISD and TTUCOE policies will be followed.
- 7) Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
- 8) Prior to working with Floydada ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Floydada ISD, including a fingerprint background check.
- 9) Provide a TTUCOE liaison to work with Floydada ISD technology operations.
- 10) Secure any required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool.
 - a. The CEI-SPS collects information about four (4) relevant educational constructs:
 - i. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - ii. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

- iii. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
- iv. Classroom Management: How teachers foster a respectful and predictable learning environment.

- b. The CEI-SPS survey instrument (see Appendixes A and B) does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

C. FLOYDADA ISD RESPONSIBILITIES

Related to Goal 1: Floydada ISD will inform parents of the teacher assessment activity, and explain the measures taken to specifically avoid video capturing their students. Floydada ISD will:

- 1) Collaborate with TTUCOE to identify schools, principals, and up to one hundred (100) Mentor Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation;
- 2) If space is available, provide a school-based classroom to be used for TTU Teacher Candidate coursework that is sufficient in size to hold up to twenty (20) Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building;
- 3) Provide office space for the TTU Site Coordinator on at least one campus where TTU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and conferences with individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Floydada ISD administrative office location;
- 4) Incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of TTUCOE Teacher Candidates; and
- 5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Mentor Teacher, TTU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.

Related to Goal 2:

Using the list provided by TTUITD, Floydada ISD will provide a collection of data tables containing the following information about Floydada ISD teachers who serve as Mentor Teachers working with Teacher Candidates (MT-TC pairs); and a second collection of tables with achievement data from inservice teachers (teachers in the schools where Teacher Candidates are placed) who are matched to the MT-TC pairs based on past and present Value-Added (or student-growth) scores, grade, and tested content. For example, if a MT in the pair has "above one year's growth" in Grade 8 Math last year and "at one-year's growth" in the current year, then the corresponding sample would be comprised of teacher-level data from inservice teachers who also produced a similarly-ranked growth score for the past and current years. The achievement data along with the comparison data is necessary to verify the impact that Teacher Candidates might have on student achievement during the year-long student-teaching practicum.

With regard to the transfer of data:

- TTUITD will send the list to Floydada ISD using the TTU Large File Transfer program (<http://largefiles.ttu.edu>);

- Floydada ISD will access the transferred data, and provide the aforementioned data; and
- Floydada ISD will transfer the data back to TTUITD, using the TTU Large File Transfer program. Note that the Floydada ISD representative will obtain a TTU eRaider access account, as a research partner. (For assistance, contact IT Help Central by phone at (806) 742-HELP or by email at ithelpcentral@ttu.edu).

When available, Value-Added scores will be provided by Floydada ISD annually to TTUCOE, but in years when this variable was not calculated, Floydada ISD is under no obligation to provide it. In the event that the Value Added variable was not calculated, then Floydada ISD will provide for Grade 3-11, class averages of the State of Texas Assessments of Academic Readiness (STAAR) scale score, and a frequency count of within-class student levels. For Mentor Teachers in Grade 4 and above, this request will include average growth indices. If available for Grade K to 2, teacher-aggregated data derived from Measure of Academic Progress (MAP), or norm-referenced assessments will also be provided to TTUCOE.

- 6) Provide to TTUITD Value-Added scores for the Floydada ISD TTU Teacher Candidates if they are hired by the district, beginning in the school year following the candidates' graduation and extending to the termination date of this MOU. Additional provisions:
 - a. If available, Floydada ISD will also provide Value-Added scores for Teacher Candidates, and all detailed Value-Added data collected, as defined by the project leadership group.
 - b. Where possible, permit TTUCOE to administer the CEI-SPS to Floydada ISD students in the classes taught by Teacher Candidates ultimately hired by Floydada ISD.
 - c. The data compiled for Teacher Candidates hired by Floydada ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.

D. JOINT TTUCOE AND FLOYDADA ISD RESPONSIBILITIES

- 1) **Meetings.** Representatives of Floydada ISD and TTUCOE and any community college partners will meet three (3) times each year to review Program data, discuss implementation of the Program, and plan for future needs of Floydada ISD.
- 2) Administer the CEI-SPS survey. The CEI-SPS will be administered online by TTUCOE via a secure portal developed by TTU partner, National Institute for Excellence in Teaching (NIET). The portal will be used to administer the survey two times during the school year (i.e., once in September and once in April) by each Mentor Teacher/Teacher Candidate (MT/TC) pair (see Joint responsibilities, Section D).
- 3) For each administration of the CEI-SPS, the following steps will be followed:
 - a. Under the supervision of the Mentor Teacher, Teacher Candidates will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in Kindergarten through Grade 2, the abbreviated survey will be administered using a "small-group response" paper/pencil form; and Teacher Candidates will manually enter students' responses into a data portal in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
 - b. To complete the electronic survey, 3rd - 12th grade students will login to a secure URL using a unique numeric code. This code will allow students' responses to be linked to demographic variables and past achievement results. These results will be viewable only by the Mentor Teacher and the Teacher Candidate, much like any classroom-based formative or summative assessment.
 - c. Via the portal, NIET will use student responses to produce student-level response reports (i.e., data visualization) showing perceptions in the four (4) survey categories. Data will be displayed in the aggregate, and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to MT-TC pairs, and will not be uploaded to the NIET portal or any other TTU data system.
 - d. Using the aggregate, disaggregated, and identifiable reports, Teacher Candidates will develop data-guided goals and action plans for improving their students' perceptions in the four (4) survey areas.

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- e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for TTU's Teacher Candidates.
- f. Paper surveys will be maintained by the TTU Primary Investigator ("PI") in a locked, secure location for one (1) year, and then properly discarded according to all applicable retention policies. After the data is entered in to the portal, no one but the PI will have access to the paper surveys.

E. TTUITD RESPONSIBILITIES

Related to Goal 2:

- 1) TTUITD will provide Floydada ISD with the names of specific Mentor Teachers to be included in the data request as outlined the Goal 2 text.
- 2) TTUITD will periodically evaluate the data collection and security processes, to ensure adherence to the data and information security guidelines delineated in this MOU. Any violation of these terms will result in the immediate discontinuance of data collection processes.
- 3) TTUITD will provide Floydada ISD with the names of specific Teacher Candidates hired by Floydada ISD for whom data is requested as outlined in Goal 2 text.

F. CONTACTS

Technical contacts for the MOU execution described herein are as follows:

TTUITD

Katherine A. Austin, Ph.D.
Assistant Vice President
Office of the CIO
Texas Tech University
kathy.austin@ttu.edu
(806) 742-5156

Floydada ISD

Terra Chesshir
Director of Curriculum and Instruction
Floydada ISD
tchesshir@floydadaisd.esc17.net
(806) 983-5382

Mike Simmons
Managing Director
Application Development and Support, TTUITD
Texas Tech University
mike.simmons@ttu.edu
(806) 834-5931

Wayne Morren
Secondary Principal
Floydada High School/Jr. High School
wmorren@floydadaisd.esc17.net
(806) 983-2340

TTUCOE

Doug Hamman, Ph.D.
Professor & Chair, Department of Teacher Education
Texas Tech University
doug.hamman@ttu.edu
(806) 834-4113

Carlos Munoz
Elementary Principal
A.B. Duncan Elementary
cmunoz@floydadaisd.esc17.net
(806) 983-5332

Implementation and further technical contacts will be exchanged upon execution of the MOU.

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Teacher-Preparation Program**

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Executive contacts for this MOU:

TTUITD

Sam Segran
Chief Information Officer
Office of the CIO
Texas Tech University
sam.segran@ttu.edu
(806) 742-5151

Floydada ISD

Gilbert Trevino, Ed.D
Superintendent
gtrevino@floydadaisd.esc17.net
(806) 983-3498

G. NOTICE

Notice under this MOU must also be written and delivered to the person or department named below: (1) by hand delivery, (2) by United States mail, or (3) by email. Notice will be effective upon physical delivery of the notice by messenger service; or, four (4) business days after the date of mailing by certified mail, return receipt requested; or upon acknowledgement of notice by the email recipient, either by return receipt or reply email. If no email receipt or reply has been received by the sender within one (1) business day from emailing the notice, the notice is deemed incomplete and sender must send notice by messenger or certified mail.

If to TTU:	Texas Tech University Contracting PO Box 41094 Lubbock, TX 79409 contracting@ttu.edu
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If to ISD:	Floydada ISD Attn.: Gilbert Trevino 226 West California Street Floydada, TX 79235 gtrevino@floydadaisd.esc17.net
-------------------	--

H. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires eight (8) years from execution. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party.

I. USE OF DATA

Throughout the term of this MOU, and upon termination, each party shall be solely responsible for data in its possession, and neither party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The parties agree to abide by all federal, state, or local laws and regulations and TTU Policies and Procedures as applicable to performance under this MOU. Applicable law includes but is not limited to Family Educational Rights and Privacy Act (FERPA) and the Texas Public Information Act (TPIA). Except as defined under this MOU, neither party will disclose data to another party for any reason unless required by law.

J. RELEASE OF INFORMATION

The parties agree to coordinate the voluntary release of information related to this MOU.

K. GOVERNING LAW; VENUE

This MOU is governed by and interpreted under Texas law and Lubbock County, Texas will be the proper place for venue for any disputes involving this MOU.

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L. COSTS

Other than the financial obligation in Section 8.1, this MOU is not a commitment of funds and does not create any fiscal obligation on the part of either party. Each party will bear its own costs, risks, and liabilities arising out of its obligations and efforts under this MOU during the period it is in effect. No party shall have any right for reimbursement, payment, or compensation of any kind for work performed under this MOU.

M. DISASTER RECOVERY

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission-critical central IT and other TTU systems.

N. DISPUTE RESOLUTION

The parties shall utilize the Dispute Resolution process provided for in Texas Government Code 2260 for all disputes arising from this MOU. Neither the execution of this MOU by TTU nor any other conduct of any representative of TTU relating to the MOU will be considered a waiver of TTU's sovereign immunity to suit.

O. LIMITATION ON LIABILITY

It is understood and agreed that TTU will not be liable for any negligent or wrongful acts, either of commission or omission, chargeable to it unless such liability is imposed by Texas law and that this MOU shall not be construed as seeking to either enlarge or diminish any obligation or duty owed by TTU to Floydada ISD or to any third party.

P. NOT EXCLUSIVE

Floydada ISD acknowledges and agrees that the MOU with TTU is non-exclusive and TTU has the right to engage with other contractors for similar or identical scopes of work, and to purchase similar or identical products or services from other contractors.

Q. EXECUTION OF UNDERSTANDING

The undersigned authorize this cooperative understanding under the aforementioned terms.

For Sam Segrán



Digitally signed by yng
Date: 2018.08.13
11:22:24 -05'00'

Sam Segrán
Chief Information Officer
Office of the CIO
Texas Tech University

Date



Gilbert Trevino
8/1/2018
Superintendent
Floydada ISD

8/1/18

Signature: 

Email: jennifer.adling@ttu.edu

Title: Chief Procurement Officer

Jennifer Adling
Chief Procurement Officer
Procurement Services
Texas Tech University

Aug 14, 2018
Date

**Memorandum of Understanding
Teacher-Preparation Program**

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**Appendix A
Description of the CEI-SPS**

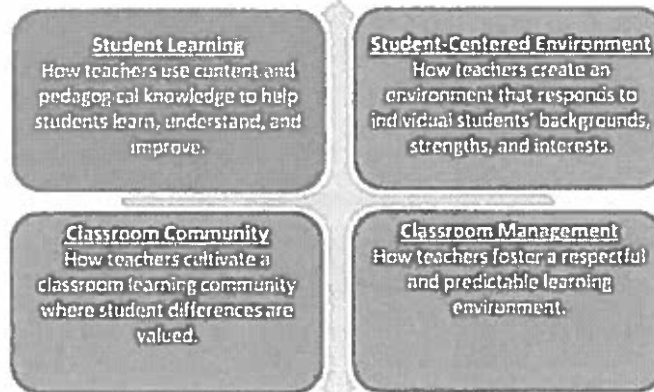
Memorandum of Understanding
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Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always*, *most of the time*, *some of the time*, and *never*. The survey is organized by four elements²:



There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 - 12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoeducationinitiative.org/studentsurvey/.

Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#), not by survey element.

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My teacher tells us what we are learning and why.
My teacher asks questions to be sure we are following along.
My teacher talks to me about my work to help me understand my mistakes.
My teacher writes notes on my work that help me do better next time.
The schoolwork we do is interesting.
Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
My teacher wants us to share what we think.
My teacher teaches us to respect people's differences.
My teacher knows what makes me excited about learning.
My teacher talks about things we learn in other classes, subjects, and years.
If I am sad or angry, my teacher helps me feel better.
My teacher would notice if something was bothering me.
The people we learn and read about in this class are like me.
My teacher knows what my life is like outside of school.
My teacher knows what is important to me.
Students feel comfortable sharing their ideas in this class.
Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
My teacher cares about me.
In this class, I feel like I fit in.
I feel like an important part of my classroom community.
I ask for help when I need it.
I feel like I do a good job in this class.
Classroom Management: How teachers foster a respectful and predictable learning environment.
Our class stays busy and does not waste time.
Students in my class are respectful to our teacher.
My classmates behave the way my teacher wants them to.
All of the kids in my class know what they are supposed to be doing and learning.

Appendix B
Developmentally Appropriate CEI-SPS

K-I Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

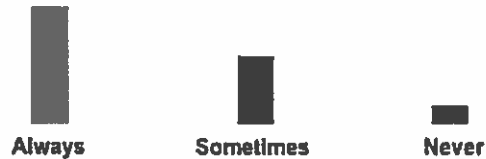
Grade(s): K I

★ Student Name:

Directions: The sentences below will be read aloud
to you! Circle the word that tells what YOU think
about each statement!



1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



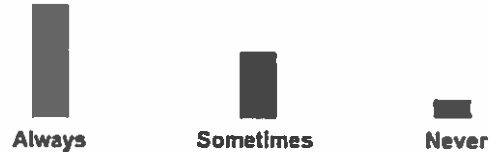
3. Our class stays busy and doesn't waste time.



Appendix B (continued)



4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



***Teacher Use Only**

Anecdotal Note? ():

Recording K-I SPS Scores

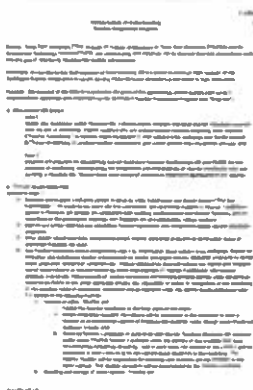
Q. Answer Key:

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
15-								
16-								
17-								
18-								
19-								
20-								
21-								
22-								
23-								









Floydada ISD #C12966 signed

Adobe Sign Document History

08/14/2018

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By:	Joshua DeLeon (joshua.deleon@ttu.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAfznGh5_M4MHp55HDYaVOjUFciBAmuclV

"Floydada ISD #C12966 signed" History

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-  Document created by Joshua DeLeon (joshua.deleon@ttu.edu)
08/13/2018 - 3:22:06 PM CDT - IP address: 129.118.87.155
-  Document emailed to Jennifer Adling (jennifer.adling@ttu.edu) for signature
08/14/2018 - 8:30:13 AM CDT
-  Document viewed by Jennifer Adling (jennifer.adling@ttu.edu)
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-  Document e-signed by Jennifer Adling (jennifer.adling@ttu.edu)
Signature Date: 08/14/2018 - 8:34:13 AM CDT - Time Source: server- IP address: 129.118.87.241
-  Signed document emailed to Jennifer Adling (jennifer.adling@ttu.edu) and Joshua DeLeon (joshua.deleon@ttu.edu)
08/14/2018 - 8:34:13 AM CDT



POWERED BY
Adobe Sign

**Memorandum of Understanding
Teacher-Preparation Program**

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Parties. Texas Tech University (TTU), through its College of Education at Texas Tech University (TTUCOE) and its Information Technology Division (TTUITD) are collaborating with Crosbyton ISD to improve educator preparation, with the end goal of improving Crosbyton ISD student achievement.

WHEREAS, the parties to this Memorandum of Understanding (MOU) desire to continue their support of the TechTeach Teacher Preparation Program through the 2018-2019 school year, serving elementary and secondary grade-levels in high need areas.

Purpose. The purpose of this MOU is to articulate the goals of the partnership, and to specify each party's responsibilities associated with implementing the TechTeach Teacher Preparation Program (the "Program").

A. COLLABORATIVE GOALS

Goal 1

Design and implement within Crosbyton ISD, a district-based, clinically intensive teacher education program with the aim of mentoring TTUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become rated as highly competent in their subject-area, pedagogy and, by the second year of teaching, to produce student achievement gain scores greater than the district average; and

Goal 2

Establish a framework for transferring teacher-level data between the Crosbyton ISD and TTUITD for the purposes of monitoring and evaluating the preparation and effectiveness of Teacher Candidates who are working in Crosbyton ISD. Teacher-level mean scores of students in classrooms aggregated to the teacher.

B. TTUCOE RESPONSIBILITIES

Related to Goal 1:

- 1) Dedicate and support a full-time person to serve as a Site Coordinator and district liaison ("TTU Site Coordinator"). On a day-to-day basis, the Site Coordinator will (a) provide support to Teacher Candidates placed in Crosbyton ISD schools, (b) collaborate with building administrators and Mentor Teachers, and (c) contribute to the governance meetings with Crosbyton ISD and community college partners.
- 2) Recruit and screen talented and committed Teacher Candidates into competency-based teacher education programs.
- 3) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Crosbyton ISD need.
- 4) Use Teacher Candidate clinical competency data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Clinical competency data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates' instructional practices is achieved. In recognition of the sensitivity of this practice, video of candidates' instruction will be captured under the district media permission (see C.5. below) in the following manner:
 - a. Capture of video. TTUCOE will:
 - i. Center the Teacher Candidate as the focal point of the video;
 - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Crosbyton ISD students' faces, though some incidental exposure is likely; and
 - iii. Direct its Teacher Candidates to determine with Mentor Teachers (Crosbyton ISD teachers under whom TTUCOE Teacher Candidate work) the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture this/these student/s in the recording. The Mentor Teacher will be responsible for ensuring such students are not included in the video capture. The student exception will be documented by the Teacher Candidate.
 - b. Handling and storage of video capture. TTUCOE will:

- i. Restrict only authorized individuals to access videos; TTU will integrate access controls by requiring TTU network account credentials (eRaider) to view video content. Access authorization will be established by the TTUCOE Program director with concurrence from the dean, and communicated to TTUITD;
 - ii. Prepare all Teacher Candidates to utilize the Swivl application, a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;
 - iii. Train Teacher Candidates to upload to the secure Swivl site all video associated with course assignments or performance assessments within 24 hours of capture;
 - iv. Ensure the use of the Swivl application provides the security assurances necessary for recording in classroom. Video captured with the Swivl application is automatically and permanently erased from the device, once uploaded to the secure website;
 - v. Coordinate maintenance of video on the secure Swivl website for a period not to exceed 10 years from time of capture; and
 - vi. In the event of contract termination with Swivl, TTU will retain all video content, and will store the content on a TTUCOE server at the TTU University Data Center, with strict access controls remaining in place. Note that if another vendor is engaged, TTUCOE will require that the new vendor comply with the terms of this MOU, as well as TTU Operating Policies, including the TTU IT Security Policies.
 - c. Use of video for instructional purposes. TTUCOE will upload video to the secure Swivl site:
 - i. For purpose of self-observation and self-evaluation of instructional practices;
 - ii. To be used by TTU faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skill;
 - iii. To be used for purposes of Program evaluation;
 - iv. To be used by TTU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and
 - v. In no case will images of students appear in a public forum for purposes of self, candidate, Program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
- 5) Work with Crosbyton ISD personnel to collaboratively select, train, support, and evaluate Crosbyton ISD teachers serving as Mentor Teachers to Teacher Candidates.
- 6) Require its Teacher Candidates to abide by the rules of conduct contained within the TTUCOE Student Handbook and the Crosbyton ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Crosbyton ISD and TTUCOE policies will be followed.
- 7) Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
- 8) Prior to working with Crosbyton ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Crosbyton ISD, including a fingerprint background check.
- 9) Provide a TTUCOE liaison to work with Crosbyton ISD technology operations.
- 10) Secure any required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool.
 - a. The CEI-SPS collects information about four relevant educational constructs:
 - i. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - ii. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
 - iii. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.

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- iv. **Classroom Management:** How teachers foster a respectful and predictable learning environment.
- b. The CEI-SPS survey instrument (see Appendixes A and B) does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

C. CROSBYTON ISD RESPONSIBILITIES

Related to Goal 1: Crosbyton ISD will inform parents of the teacher assessment activity, and explain the measures taken to specifically avoid video capturing their students. Crosbyton ISD will:

- 1) Collaborate with TTUCOE to identify schools, principals, and up to 100 Mentor Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation;
- 2) If space is available, provide a school-based classroom to be used for TTU Teacher Candidate coursework that is sufficient in size to hold up to 20 Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building;
- 3) Provide office space for the TTU Site Coordinator on at least one campus where TTU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and conferences with individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Crosbyton ISD administrative office location;
- 4) Incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of TTUCOE Teacher Candidates; and
- 5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Mentor Teacher, TTU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.

Related to Goal 2:

Using the list provided by TTUITD, Crosbyton ISD will provide a collection of data tables containing the following information about Crosbyton ISD teachers who serve as Mentor Teachers working with Teacher Candidates (MT-TC pairs); and a second collection of tables with achievement data from inservice teachers (teachers in the schools where Teacher Candidates are placed) who are matched to the MT-TC pairs based on past and present Value-Added (or student-growth) scores, grade, and tested content. For example, if a MT in the pair has "above one year's growth" in Grade 8 Math last year and "at one-year's growth" in the current year, then the corresponding sample would be comprised of teacher-level data from inservice teachers who also produced a similarly-ranked growth score for the past and current years. The achievement data along with the comparison data is necessary to verify the impact that Teacher Candidates might have on student achievement during the year-long student-teaching practicum.

With regard to the transfer of data:

- TTUITD will send the list to Crosbyton ISD using the TTU Large File Transfer program (<http://largefiles.ttu.edu>);
- Crosbyton ISD will access the transferred data, and provide the aforementioned data; and

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- Crosbyton ISD will transfer the data back to TTUITD, using the TTU Large File Transfer program. Note that the Crosbyton ISD representative will obtain a TTU eRaider access account, as a research partner. (For assistance, contact Mike Simmons by phone at (806) 834-5931 or by email at mike.simmons@ttu.edu).

When available, Value-Added scores will be provided by Crosbyton ISD annually to TTUCOE, but in years when this variable was not calculated, Crosbyton ISD is under no obligation to provide it. In the event that the Value Added variable was not calculated, then Crosbyton ISD will provide for Grade 3-11, class averages of STAAR scale score, and a frequency count of within-class student levels. For Mentor Teachers in Grade 4 and above, this request will include average growth indices. If available for Grade K to 2, teacher-aggregated data derived from MAP, or norm-referenced assessments will also be provided to TTUCOE.

- 6) Provide to TTUITD Value-Added scores for the Crosbyton ISD TTU Teacher Candidates if they are hired by the district, beginning in the school year following the candidates' graduation and extending to the termination date of this MOU. Additional provisions:
 - a. If available, Crosbyton ISD will also provide Value-Added scores for Teacher Candidates, and all detailed Value-Added data collected, as defined by the project leadership group.
 - b. Where possible, permit TTUCOE to administer the CEI-SPS to Crosbyton ISD students in the classes taught by Teacher Candidates ultimately hired by Crosbyton ISD.
 - c. The data compiled for Teacher Candidates hired by Crosbyton ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.

D. JOINT TTUCOE AND CROSBYTON ISD RESPONSIBILITIES

- 1) Meetings. Representatives of Crosbyton ISD and TTUCOE and any community college partners will meet three times each year to review Program data, discuss implementation of the Program, and plan for future needs of Crosbyton ISD.
- 2) Administer the CEI-SPS survey. The CEI-SPS will be administered online by TTUCOE via a secure portal developed by TTU partner, National Institute for Excellence in Teaching (NIET). The portal will be used to administer the survey two times during the school year (i.e., once in September and once in April) by each Mentor Teacher/Teacher Candidate (MT/TC) pair (see Joint responsibilities, Section D).
- 3) For each administration of the CEI-SPS, the following steps will be followed:
 - a. Under the supervision of the Mentor Teacher, Teacher Candidates will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in Kindergarten through Grade 2, the abbreviated survey will be administered using a "small-group response" paper/pencil form; and Teacher Candidates will manually enter students' responses into a data portal in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
 - b. To complete the electronic survey, 3rd–12th grade students will login to a secure URL using a unique numeric code. This code will allow students' responses to be linked to demographic variables and past achievement results. These results will be viewable only by the Mentor Teacher and the Teacher Candidate, much like any classroom-based formative or summative assessment.
 - c. Via the portal, NIET will use student responses to produce student-level response reports (i.e., data visualization) showing perceptions in the four survey categories. Data will be displayed in the aggregate, and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to MT-TC pairs, and will not be uploaded to the NIET portal or any other TTU data system.
 - d. Using the aggregate, disaggregated, and identifiable reports, Teacher Candidates will develop data-guided goals and action plans for improving their students' perceptions in the four survey areas.
 - e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for TTU's Teacher Candidates.

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- f. Paper surveys will be maintained by the TTU Primary Investigator ("PI") in a locked, secure location for one year, and then properly discarded according to all applicable retention policies. After the data is entered in to the portal, no one but the PI will have access to the paper surveys.

E. TTUITD RESPONSIBILITIES

Related to Goal 2:

- 1) TTUITD will provide Crosbyton ISD with the names of specific Mentor Teachers to be included in the data request as outlined the Goal 2 text.
- 2) TTUITD will periodically evaluate the data collection and security processes, to ensure adherence to the data and information security guidelines delineated in this MOU. Any violation of these terms will result in the immediate discontinuance of data collection processes.
- 3) TTUITD will provide Crosbyton ISD with the names of specific Teacher Candidates hired by Crosbyton ISD for whom data is requested as outlined in Goal 2 text.

F. CONTACTS

Technical contacts for the MOU execution described herein are as follows:

TTUITD

Katherine A. Austin, Ph.D.
Assistant Vice President
Office of the CIO
Texas Tech University
kathy.austin@ttu.edu
(806) 742-5156

Crosbyton ISD

Sharon West
Elementary Principal
806-675-7331 ext. 1213
sharon.west@crosbyton.k12.tx.us

Mike Simmons
Managing Director
Application Development and Support, TTUITD
Texas Tech University
mike.simmons@ttu.edu
(806) 834-5931

TTUCOE

Doug Hamman, Ph.D.
Professor & Chair, Department of Teacher Education
Texas Tech University
doug.hamman@ttu.edu
(806) 834-4113

Implementation and further technical contacts will be exchanged upon execution of the MOU.

Executive contacts for this MOU:

TTUITD

Sam Segrán
Chief Information Officer
Office of the CIO
Texas Tech University
sam.segran@ttu.edu

Crosbyton ISD

Shawn Mason
Superintendent
806-675-7331 ext. 1201
smason@crosbyton.k12.tx.us

(806) 742-5151

**Memorandum of Understanding
Teacher-Preparation Program**

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G. NOTICE

Notice under this MOU must also be written and delivered to the person or department named below: (1) by hand delivery, (2) by United States mail, or (3) by email. Notice will be effective upon physical delivery of the notice by messenger service; or, four (4) business days after the date of mailing by certified mail, return receipt requested; or upon acknowledgement of notice by the email recipient, either by return receipt or reply email. If no email receipt or reply has been received by the sender within one business day from emailing the notice, the notice is deemed incomplete and sender must send notice by messenger or certified mail.

If to TTU: Texas Tech University
 Contracting
 PO Box 41094
 Lubbock, TX 79409
 Purchasing.contracting@ttu.edu

If to ISD: Crosbyton ISD
 Attn.: Shawn Mason
 204 S. Harrison St.
 Crosbyton, TX 79322
 smason@crosbyton.k12.tx.us

H. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires December 31, 2019. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party.

I. USE OF DATA

Throughout the term of this MOU, and upon termination, each party shall be solely responsible for data in its possession, and neither party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The parties agree to abide by applicable laws with respect to access, use, disclosure, and/or disposal of data. Applicable law includes but is not limited to Family Educational Rights and Privacy Act (FERPA). Except as defined under this MOU, neither party will disclose data to another party for any reason unless required by law.

J. RELEASE OF INFORMATION

The parties agree to coordinate the voluntary release of information related to this MOU.

K. GOVERNING LAW

This MOU is governed by and interpreted under Texas law.

L. COSTS

This MOU is not a commitment of funds and does not create any fiscal obligation on the part of either party. Each party will bear its own costs, risks, and liabilities arising out of its obligations and efforts under this MOU during the period it is in effect. No party shall have any right for reimbursement, payment, or compensation of any kind for work performed under this MOU.

L. DISASTER RECOVERY

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission-critical central IT and other TTU systems.

Memorandum of Understanding
Teacher-Preparation Program

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M. EXECUTION OF UNDERSTANDING

The undersigned authorize this cooperative understanding under the aforementioned terms.

For Sam Segrán



Digitally signed by Yung Ng
DN: postalCode=79402, o=Texas Tech University,
serial=2500 Broadway, st=TX, b= Lubbock, c= US,
cn=Yung Ng, email=yung.ng@ttu.edu
Date: 2017.09.26 09:44:55 -0500

Sam Segrán
Chief Information Officer
Office of the CIO
Texas Tech University

Date



Shawn Mason
Superintendent
Crosbyton ISD

Date

Texas Tech University

Signature: 

Email: jennifer.adling@ttu.edu

Title: Managing Director of Procurement Services

Oct 4, 2017

Memorandum of Understanding
Teacher-Preparation Program

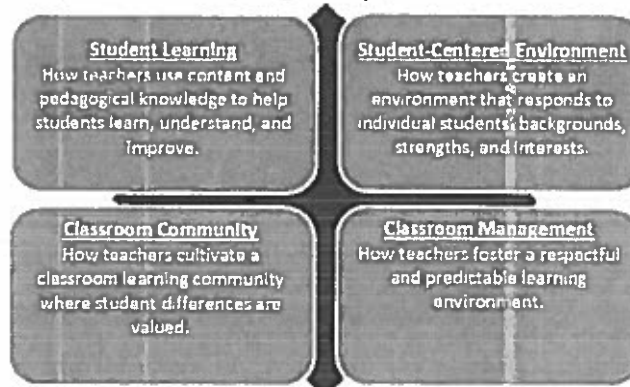
8

Appendix A
Description of the CEI-SPS



Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always*, *most of the time*, *some of the time*, and *never*. The survey is organized by four elements²:



There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 - 12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoeducationinitiative.org/student/survey/.

Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#) not by survey element.

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My teacher tells us what we are learning and why.
My teacher asks questions to be sure we are following along.
My teacher talks to me about my work to help me understand my mistakes.
My teacher writes notes on my work that help me do better next time.
The schoolwork we do is interesting.
Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
My teacher wants us to share what we think.
My teacher teaches us to respect people's differences.
My teacher knows what makes me excited about learning.
My teacher talks about things we learn in other classes, subjects, and years.
If I am sad or angry, my teacher helps me feel better.
My teacher would notice if something was bothering me.
The people we learn and read about in this class are like me.
My teacher knows what my life is like outside of school.
My teacher knows what is important to me.
Students feel comfortable sharing their ideas in this class.
Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
My teacher cares about me.
In this class, I feel like I fit in.
I feel like an important part of my classroom community.
I ask for help when I need it.
I feel like I do a good job in this class.
Classroom Management: How teachers foster a respectful and predictable learning environment.
Our class stays busy and does not waste time.
Students in my class are respectful to our teacher.
My classmates behave the way my teacher wants them to.
All of the kids in my class know what they are supposed to be doing and learning.

Appendix B
Developmentally Appropriate CEI-SPS

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade(s): K 1

☐ Student Name:

Directions: The sentences below will be read aloud to you! Circle the word that tells what you think about each statement!



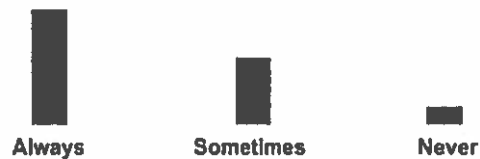
1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



3. Our class stays busy and doesn't waste time.



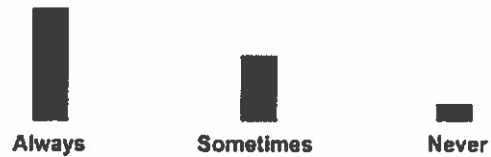
Appendix B (continued)



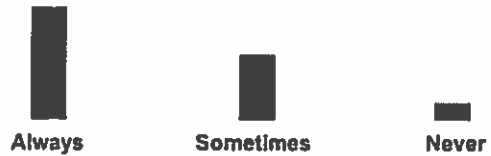
4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



***Teacher Use Only**

Anecdotal Note? ():

Appendix B (continued)

Recording K-1 SPS Scores

Q. Answer Key:

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
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Document ID: 123456789
Document Name: Sample Document
Document Type: PDF
Document Size: 1.2 MB
Document Status: Draft
Document Owner: John Doe
Document Created: 10/04/2017
Document Modified: 10/04/2017
Document Version: 1.0
Document Description: This document is a sample document created using Adobe Sign. It contains a signature line and a date field. The document is currently in draft status and is not yet signed.





Crosbyton ISD #C11560

Adobe Sign Document History

10/04/2017

Created:	10/04/2017
By:	Joshua DeLeon (joshua.deleon@ttu.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAZv2xqBvoESoiJTQXPuPv9YDE6QZrEGgz

"Crosbyton ISD #C11560" History

-  Document created by Joshua DeLeon (joshua.deleon@ttu.edu)
10/04/2017 - 9:41:51 AM CDT - IP address: 129.118.90.74
-  Document emailed to Jennifer Adling (jennifer.adling@ttu.edu) for signature
10/04/2017 - 9:58:48 AM CDT
-  Document viewed by Jennifer Adling (jennifer.adling@ttu.edu)
10/04/2017 - 11:21:18 AM CDT - IP address: 129.118.91.7
-  Document e-signed by Jennifer Adling (jennifer.adling@ttu.edu)
Signature Date: 10/04/2017 - 11:21:28 AM CDT - Time Source: server- IP address: 129.118.91.7
-  Signed document emailed to Joshua DeLeon (joshua.deleon@ttu.edu) and Jennifer Adling (jennifer.adling@ttu.edu)
10/04/2017 - 11:21:28 AM CDT



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**Memorandum of Understanding
Teacher-Preparation Program**

Parties. Texas Tech University (TTU), through its College of Education at Texas Tech University (TTUCOE) and its Information Technology Division (TTUITD) are collaborating with Roosevelt ISD to improve educator preparation, with the end goal of improving Roosevelt ISD student achievement.

WHEREAS, the parties to this Memorandum of Understanding (MOU) desire to continue their support of the TechTeach Teacher Preparation Program, serving elementary and secondary grade-levels in high need areas.

Purpose. The purpose of this MOU is to articulate the goals of the partnership, and to specify each party's responsibilities associated with implementing the TechTeach Teacher Preparation Program (the "Program").

A. COLLABORATIVE GOALS

Goal 1

Design and implement within Roosevelt ISD, a district-based, clinically intensive teacher education program with the aim of mentoring TTUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become highly competent in their subject-area, pedagogy and, by the second (2nd) year of teaching, to produce student achievement gain scores greater than the district average; and

Goal 2

Establish a framework for transferring teacher-level data between the Roosevelt ISD and TTUITD for the purposes of monitoring and evaluating the preparation and effectiveness of Teacher Candidates who are working in Roosevelt ISD. Teacher-level mean scores of students in classrooms aggregated to the teacher.

B. TTUCOE RESPONSIBILITIES

Related to Goal 1:

- 1) Dedicate and support a full-time person to serve as a Site Coordinator and district liaison ("TTU Site Coordinator"). On a day-to-day basis, the Site Coordinator will (a) provide support to Teacher Candidates placed in Roosevelt ISD schools, (b) collaborate with building administrators and Mentor Teachers, and (c) contribute to the governance meetings with Roosevelt ISD and community college partners.
- 2) Recruit and screen talented and committed Teacher Candidates into competency-based teacher education programs.
- 3) Offer district Immersion-style, competency-based teacher education programs in certification areas of expressed Roosevelt ISD need.
- 4) Use Teacher Candidate clinical competency data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Clinical competency data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates' instructional practices is achieved. Video-capture of Teacher Candidates will not be published without valid consents as required by FERPA or any other applicable privacy law, regulation, or policy. In recognition of the sensitivity of this practice, video of candidates' instruction will be captured under the district media permission (see C.5. below) in the following manner:
 - a. Capture of video. TTUCOE will:
 - i. Center the Teacher Candidate as the focal point of the video;
 - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Roosevelt ISD students' faces, though some incidental exposure is likely; and
 - iii. Direct its Teacher Candidates to determine with Mentor Teachers (Roosevelt ISD teachers under whom TTUCOE Teacher Candidate work) the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture these student/s in the recording. The Mentor Teacher will be responsible for ensuring such students are not included in the video capture. The student exception will be documented by the Teacher Candidate.
 - b. Handling and storage of video capture. TTUCOE will:

**Memorandum of Understanding
Teacher-Preparation Program**

- i. Restrict only authorized individuals to access videos; TTU will integrate access controls by requiring TTU network account credentials (eRaidr) to view video content. Access authorization will be established by the TTUCOE Program director with concurrence from the dean, and communicated to TTUITD;
 - ii. Prepare all Teacher Candidates to utilize the Swivl application, a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;
 - iii. Train Teacher Candidates to upload to the secure Swivl site all video associated with course assignments or performance assessments within twenty-four (24) hours of capture;
 - iv. Ensure the use of the Swivl application provides the security assurances necessary for recording in classroom. Video captured with the Swivl application is automatically and permanently erased from the device, once uploaded to the secure website;
 - v. Coordinate maintenance of video on the secure Swivl website for a period not to exceed ten (10) years from time of capture; and
 - vi. In the event of contract termination with Swivl, TTU will retain all video content in accordance with applicable retention policies, and will store the content on a TTUCOE server at the TTU University Data Center, with strict access controls remaining in place. Note that if another vendor is engaged, TTUCOE will require that the new vendor comply with the terms of this MOU, as well as TTU Operating Policies, including the TTU IT Security Policies.
 - c. Use of video for instructional purposes. TTUCOE will upload video to the secure Swivl site:
 - i. For purpose of self-observation and self-evaluation of instructional practices;
 - ii. To be used by TTU faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skill;
 - iii. To be used for purposes of Program evaluation;
 - iv. To be used by TTU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and
 - v. In no case will images of students appear in a public forum for purposes of self, candidate, Program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
- 5) Work with Roosevelt ISD personnel to collaboratively select, train, support, and evaluate Roosevelt ISD teachers serving as Mentor Teachers to Teacher Candidates.
- 6) Require its Teacher Candidates to abide by the rules of conduct contained within the TTUCOE Student Handbook and the Roosevelt ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Roosevelt ISD and TTUCOE policies will be followed.
- 7) Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
- 8) Prior to working with Roosevelt ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Roosevelt ISD, including a fingerprint background check.
- 9) Provide a TTUCOE liaison to work with Roosevelt ISD technology operations.
- 10) Secure any required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool.
 - a. The CEI-SPS collects information about four (4) relevant educational constructs:
 - i. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - ii. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

**Memorandum of Understanding
Teacher-Preparation Program**

- iii. **Classroom Community:** How teachers cultivate a classroom learning community where student differences are valued.
 - iv. **Classroom Management:** How teachers foster a respectful and predictable learning environment.
- b. The CEI-SPS survey instrument (see Appendixes A and B) does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

C. ROOSEVELT ISD RESPONSIBILITIES

Related to Goal 1: Roosevelt ISD will inform parents of the teacher assessment activity, and explain the measures taken to specifically avoid video capturing their students. Roosevelt ISD will:

- 1) Collaborate with TTUCOE to identify schools, principals, and up to one hundred (100) Mentor Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation;
- 2) If space is available, provide a school-based classroom to be used for TTU Teacher Candidate coursework that is sufficient in size to hold up to twenty (20) Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building;
- 3) Provide office space for the TTU Site Coordinator on at least one campus where TTU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and conferences with individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Roosevelt ISD administrative office location;
- 4) Incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of TTUCOE Teacher Candidates; and
- 5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Mentor Teacher, TTU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.

Related to Goal 2:

Using the list provided by TTUITD, Roosevelt ISD will provide a collection of data tables containing the following information about Roosevelt ISD teachers who serve as Mentor Teachers working with Teacher Candidates (MT-TC pairs); and a second collection of tables with achievement data from inservice teachers (teachers in the schools where Teacher Candidates are placed) who are matched to the MT-TC pairs based on past and present Value-Added (or student-growth) scores, grade, and tested content. For example, if a MT in the pair has "above one year's growth" in Grade 8 Math last year and "at one-year's growth" in the current year, then the corresponding sample would be comprised of teacher-level data from inservice teachers who also produced a similarly-ranked growth score for the past and current years. The achievement data along with the comparison data is necessary to verify the impact that Teacher Candidates might have on student achievement during the year-long student-teaching practicum.

With regard to the transfer of data:

- TTUITD will send the list to Roosevelt ISD using the TTU Large File Transfer program (<http://largefiles.ttu.edu>);
- Roosevelt ISD will access the transferred data, and provide the aforementioned data; and

**Memorandum of Understanding
Teacher-Preparation Program**

- Roosevelt ISD will transfer the data back to TTUITD, using the TTU Large File Transfer program. Note that the Roosevelt ISD representative will obtain a TTU eRaider access account, as a research partner. (For assistance, contact IT Help Central by phone at (806) 742-HELP or by email at ithelpcentral@ttu.edu).

When available, Value-Added scores will be provided by Roosevelt ISD annually to TTUCOE, but in years when this variable was not calculated, Roosevelt ISD is under no obligation to provide it. In the event that the Value Added variable was not calculated, then Roosevelt ISD will provide for Grade 3-11, class averages of the State of Texas Assessments of Academic Readiness (STAAR) scale score, and a frequency count of within-class student levels. For Mentor Teachers in Grade 4 and above, this request will include average growth indices. If available for Grade K to 2, teacher-aggregated data derived from Measure of Academic Progress (MAP), or norm-referenced assessments will also be provided to TTUCOE.

- 6) Provide to TTUITD Value-Added scores for the Roosevelt ISD TTU Teacher Candidates if they are hired by the district, beginning in the school year following the candidates' graduation and extending to the termination date of this MOU. Additional provisions:
 - a. If available, Roosevelt ISD will also provide Value-Added scores for Teacher Candidates, and all detailed Value-Added data collected, as defined by the project leadership group.
 - b. Where possible, permit TTUCOE to administer the CEI-SPS to Roosevelt ISD students in the classes taught by Teacher Candidates ultimately hired by Roosevelt ISD.
 - c. The data compiled for Teacher Candidates hired by Roosevelt ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.

D. JOINT TTUCOE AND ROOSEVELT ISD RESPONSIBILITIES

- 1) Meetings. Representatives of Roosevelt ISD and TTUCOE and any community college partners will meet three (3) times each year to review Program data, discuss implementation of the Program, and plan for future needs of Roosevelt ISD.
- 2) Administer the CEI-SPS survey. The CEI-SPS will be administered online by TTUCOE via a secure portal developed by TTU partner, National Institute for Excellence in Teaching (NIET). The portal will be used to administer the survey two times during the school year (i.e., once in September and once in April) by each Mentor Teacher/Teacher Candidate (MT/TC) pair (see Joint responsibilities, Section D).
- 3) For each administration of the CEI-SPS, the following steps will be followed:
 - a. Under the supervision of the Mentor Teacher, Teacher Candidates will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in Kindergarten through Grade 2, the abbreviated survey will be administered using a "small-group response" paper/pencil form; and Teacher Candidates will manually enter students' responses into a data portal in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
 - b. To complete the electronic survey, 3rd - 12th grade students will login to a secure URL using a unique numeric code. This code will allow students' responses to be linked to demographic variables and past achievement results. These results will be viewable only by the Mentor Teacher and the Teacher Candidate, much like any classroom-based formative or summative assessment.
 - c. Via the portal, NIET will use student responses to produce student-level response reports (i.e., data visualization) showing perceptions in the four (4) survey categories. Data will be displayed in the aggregate, and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to MT-TC pairs, and will not be uploaded to the NIET portal or any other TTU data system.
 - d. Using the aggregate, disaggregated, and identifiable reports, Teacher Candidates will develop data-guided goals and action plans for improving their students' perceptions in the four (4) survey areas.

**Memorandum of Understanding
Teacher-Preparation Program**

- e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for TTU's Teacher Candidates.
- f. Paper surveys will be maintained by the TTU Primary Investigator ("PI") in a locked, secure location for one (1) year, and then properly discarded according to all applicable retention policies. After the data is entered in to the portal, no one but the PI will have access to the paper surveys.

E. TTUITD RESPONSIBILITIES

Related to Goal 2:

- 1) TTUITD will provide Roosevelt ISD with the names of specific Mentor Teachers to be included in the data request as outlined the Goal 2 text.
- 2) TTUITD will periodically evaluate the data collection and security processes, to ensure adherence to the data and information security guidelines delineated in this MOU. Any violation of these terms will result in the immediate discontinuance of data collection processes.
- 3) TTUITD will provide Roosevelt ISD with the names of specific Teacher Candidates hired by Roosevelt ISD for whom data is requested as outlined in Goal 2 text.

F. CONTACTS

Technical contacts for the MOU execution described herein are as follows:

I. TTUITD
Katherine A. Austin, Ph.D.
Assistant Vice President
Office of the CIO
Texas Tech University
kathy.austin@ttu.edu
(806) 742-5156

Roosevelt ISD
Dallas Grimes
Superintendent
dgrimes@risdtx.us
(806) 786-5880

Mike Simmons
Managing Director
Application Development and Support, TTUITD
Texas Tech University
mike.simmons@ttu.edu
(806) 834-5931

E. TTUCOE
Doug Hamman, Ph.D.
Professor & Chair, Department of Teacher Education
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Implementation and further technical contacts will be exchanged upon execution of the MOU.

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**Memorandum of Understanding
Teacher-Preparation Program**

Executive contacts for this MOU:

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Sam Segrán
Chief Information Officer
Office of the CIO
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sam.segran@ttu.edu
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If to TTU: Texas Tech University
 Contracting
 PO Box 41094
 Lubbock, TX 79409
 contracting@ttu.edu

If to ISD: Roosevelt ISD
 Attn: Dallas Grimes
 Address 1406 CR 3300
 Lubbock, TX 79403
 dgrimes@risdtx.us

H. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires eight (8) years from execution. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party.

I. USE OF DATA

Throughout the term of this MOU, and upon termination, each party shall be solely responsible for data in its possession, and neither party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The parties agree to abide by all federal, state, or local laws and regulations and TTU Policies and Procedures as applicable to performance under this MOU. Applicable law includes but is not limited to Family Educational Rights and Privacy Act (FERPA) and the Texas Public Information Act (TPIA). Except as defined under this MOU, neither party will disclose data to another party for any reason unless required by law.

J. RELEASE OF INFORMATION

The parties agree to coordinate the voluntary release of information related to this MOU.

K. GOVERNING LAW; VENUE

This MOU is governed by and interpreted under Texas law and Lubbock County, Texas will be the proper place for venue for any disputes involving this MOU.

**Memorandum of Understanding
Teacher-Preparation Program**

L. COSTS

Other than the financial obligation in Section 8.1, this MOU is not a commitment of funds and does not create any fiscal obligation on the part of either party. Each party will bear its own costs, risks, and liabilities arising out of its obligations and efforts under this MOU during the period it is in effect. No party shall have any right for reimbursement, payment, or compensation of any kind for work performed under this MOU.

M. DISASTER RECOVERY

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission-critical central IT and other TTU systems.

N. DISPUTE RESOLUTION

The parties shall utilize the Dispute Resolution process provided for in Texas Government Code 2260 for all disputes arising from this MOU. Neither the execution of this MOU by TTU nor any other conduct of any representative of TTU relating to the MOU will be considered a waiver of TTU's sovereign immunity to suit.

O. LIMITATION ON LIABILITY

It is understood and agreed that TTU will not be liable for any negligent or wrongful acts, either of commission or omission, chargeable to it unless such liability is imposed by Texas law and that this MOU shall not be construed as seeking to either enlarge or diminish any obligation or duty owed by TTU to Roosevelt ISD or to any third party.

P. NOT EXCLUSIVE

Roosevelt ISD acknowledges and agrees that the MOU with TTU is non-exclusive and TTU has the right to engage with other contractors for similar or identical scopes of work, and to purchase similar or identical products or services from other contractors.

Q. EXECUTION OF UNDERSTANDING

The undersigned authorize this cooperative understanding under the aforementioned terms.

For Sam Segran

Yung Ng

Digitally signed by Yung Ng
Date: 2018.08.27 08:56:58
-05'00'

Sam Segran
Chief Information Officer
Office of the CIO
Texas Tech University

Date

 7/19/18
Dallas Grimes
Superintendent
Roosevelt ISD

Date

Signature:


Jennifer Adling (Sep 4, 2018)

Email: jennifer.adling@ttu.edu

Title: Chief Procurement Officer

Sep 4, 2018

Jennifer Adling
Chief Procurement Officer
Procurement Services
Texas Tech University

Date

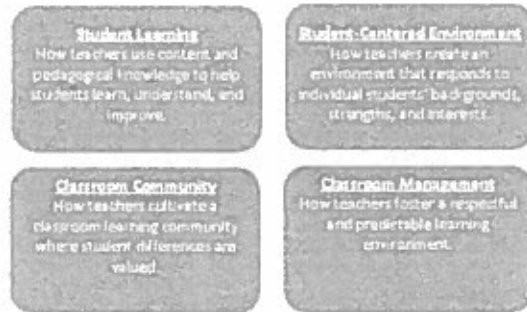
**Appendix A
Description of the CEI-SPS**

Rev.06.04.18

Memorandum of Understanding Teacher-Preparation Program

Colorado's Student Perception Survey: Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always*, *most of the time*, *some of the time*, and *never*. The survey is organized by four elements²:



There are two versions of Colorado's Student Perception Survey: one for grades 3-5 and another for grades 6-12. The survey items for grades 3-5 are listed below, and the version for grades 6-12 can be found at www.coloradodirective.org/student/survey/.

Student Learning: *How teachers use content and pedagogical knowledge to help students learn, understand, and improve.*

The schoolwork we do helps me learn.
 What I learn in this class is useful to me in my real life.
 In this class, we learn a lot almost every day.
 My teacher makes sure that we think hard about things we read and write.
 When the work is too hard, my teacher helps me keep trying.
 In this class, it is more important to understand the lesson than to memorize the answers.
 My teacher uses a lot of different ways to explain things.
 My teacher knows when we understand the lesson and when we do not.
 Our classroom materials and supplies have a special place and things are easy to find.
 In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado CPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#), not by survey element.

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**Memorandum of Understanding
Teacher-Preparation Program**

My teacher tells us what we are learning and why.
 My teacher asks questions to be sure we are following along.
 My teacher tells to me about my work to help me understand my mistakes.
 My teacher writes notes on my work that help me do better next time.
 The schoolwork we do is interesting.

Student-Centered Environment: *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*
 My teacher wants us to share what we think.
 My teacher teaches us to respect people's differences.
 My teacher knows what makes me excited about learning.
 My teacher talks about things we learn in other classes, subjects, and years.
 If I am sad or angry, my teacher helps me feel better.
 My teacher would notice if something was bothering me.
 The people we learn and read about in this class are like me.
 My teacher knows what my life is like outside of school.
 My teacher knows what is important to me.
 Students feel comfortable sharing their ideas in this class.

Classroom Community: *How teachers cultivate a classroom learning community where student differences are valued.*
 My teacher cares about me.
 In this class, I feel like I fit in.
 I feel like an important part of my classroom community.
 I ask for help when I need it.
 I feel like I do a good job in this class.

Classroom Management: *How teachers foster a respectful and predictable learning environment.*
 Our class stays busy and does not waste time.
 Students in my class are respectful to our teacher.
 My classmates behave the way my teacher wants them to.
 All of the kids in my class know what they are supposed to be doing and learning.

Memorandum of Understanding
Teacher-Preparation Program

Appendix B
Developmentally Appropriate CEI-SPS

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade(): K 1

★ **Student Name:**

Directions: The sentences below will be read aloud
to you! Circle the word that tells what you think
about each statement!

1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



3. Our class stays busy and doesn't waste time.



Appendix B (continued)



4. In this class, we learn a lot almost every day.



Always



Sometimes



Never



5. In this class, we learn how to correct our own mistakes.



Always



Sometimes



Never



6. My teacher cares about me.



Always



Sometimes



Never

*Teacher Use Only
Anecdotal Note? ():

Memorandum of Understanding
Teacher-Preparation Program

Appendix B (continued)

Recording K-I SPS Scores

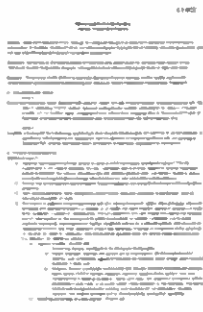
Q. Answer Key:

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
15-								
16-								
17-								
18-								
19-								
20-								
21-								
22-								
23-								









Roosevelt ISD #C13022 signed

Adobe Sign Document History

09/04/2018

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By:	Joshua DeLeon (joshua.deleon@ttu.edu)
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-  Document digitally presigned by Yung Ng (yung.ng@ttu.edu)
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POWERED BY
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**Memorandum of Understanding
Implementing Activities Associated with the SEED Grant**

1

Parties. Texas Tech University (TTU), through its College of Education at Texas Tech University (TTUCOE) and its Information Technology Division (TTUITD) are collaborating with Slaton Independent School District (Slaton ISD) to improve educator preparation, with an end goal of improving Slaton ISD student achievement.

Purpose. The purpose of this Memorandum of Understanding (MOU) is to articulate the goals and responsibilities for reform, and to specify each party's responsibilities associated with implementing the activities associated with the SEED Grant (the "Program").

A. COLLABORATIVE GOALS:

Goal 1: Supporting TAP Teachers

Provide existing teachers in TAP schools with advanced certification training in effective Literacy and/or STEM instruction and/or Leadership that is technology-enabled with ongoing competency-based feedback and instructional shaping in the classroom.

Goal 2: Supporting TAP Leaders

Ensure full-fidelity implementation of the TAP Comprehensive School Reform model by providing TAP school leaders (Master & Mentor Teachers, Principals) with technology-enabled, ongoing competency-based feedback and shaping on TAP school processes.

Goal 3: Supporting Evaluation through Data Sharing

Establish a framework for transferring de-identified Slaton ISD student data between the Slaton ISD and TTUITD for the purposes of monitoring and evaluating instructional quality, leadership quality, and impact on student achievement.

B. TTUCOE RESPONSIBILITIES

Related to Goal 1: Supporting TAP Teachers

- 1) Collaborate with Slaton ISD to identify targeted teachers / teacher leaders / grade levels with the greatest need for literacy and / or STEM professional development.
- 2) Collaborate with Slaton ISD to provide targeted teachers with competency-based literacy, STEM and / or Leadership advanced certification professional development through live, web-based coursework that includes formative classroom clinical shaping experiences in each course and during each semester.
- 3) Collaborate with Slaton ISD to enact Teachscape for ongoing observation of practice and set a TTU work structure that provides analysis of classroom teaching on a timely basis.
- 4) Within this structure (B.3. above), Texas Tech graduate instructors will access video for purpose of supporting participating TAP teachers through video analysis in order to accomplish competency goals associated with each course in the certificate program. In recognition of the sensitivity of this practice, video of TAP teachers' instruction will be captured under the district media permission (see C.4. below) in the following manner:
 - a. Capture of video. TTUCOE will:
 - i. Center the Teacher Candidate as the focal point of the video; and
 - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Slaton ISD students' faces, though some exposure is likely
 - iii. Direct its Teacher Candidates to verify with Mentor Teachers (Slaton ISD teachers under whom TTUCOE Teacher Candidates work) whether any students have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture this student in the recording.
 - iv. Slaton ISD will inform parents of the teacher assessment activity, and the measures taken to specifically avoid video capturing children.

**Memorandum of Understanding
Implementing Activities Associated with the SEED Grant**

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- b. Handling and storage of video capture. TTUCOE will:
 - i. Permit authorized individuals to use their TTU eRaider credentials to access videos (access authorization will be established by the TTUCOE program director with concurrence from the dean);
 - ii. Prepare all Teacher Candidates to utilize the Teachscape application, a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;
 - iii. Train Teacher Candidates to upload to the secure Teachscape site all video associated with course assignments or performance assessments within 24 hours of capture;
 - iv. Ensure the use of the app provides the security assurances necessary for recording in classrooms such that video captured with the Teachscape app is automatically erased from the device once uploaded to the secure website;
 - v. Coordinate maintenance of video on the secure Teachscape website for a period not to exceed 10 years from time of capture;
 - vi. In the event of contract termination with Teachscape, TTU will retain all video content, and will store the content on a TTUCOE server in the University Data Center. Note that if another vendor is engaged, every effort will be made to ensure that vendor complies with the terms of this MOU.
 - c. Use of video for instructional purposes. TTUCOE will upload video to the secure Teachscape site:
 - i. For purpose of self-observation and self-evaluation of instructional practices;
 - ii. To be used by TTU faculty members for purposes of observation and evaluation of the teacher candidates' instructional skill;
 - iii. To be used for purposes of program evaluation;
 - iv. To possibly be used by TTU researchers to extract data relevant to instructional competencies of teacher candidates, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and
 - v. In no case will images of students appear in a public forum for purposes of self, candidate, or program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
- 5) Provide for Slaton ISD a full-time person to serve as teacher education Program Coordinator and district-program liaison ("TTU Program Coordinator").
 - 6) Work with Slaton ISD personnel to collaboratively select, train, support, and evaluate Slaton ISD teachers serving as Mentors Teachers to Teacher Candidates.
 - 7) Require its Teacher Candidates to abide by the rules of conduct contained within the TTUCOE Student Handbook and the Slaton ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Slaton ISD and TTUCOE policies will be followed.
 - 8) Prior to working with Slaton ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Slaton ISD, including a fingerprint background check.
 - 9) Provide a TTUCOE liaison to work with Slaton ISD technology operations.

Related to Goal 2: Supporting TAP Leaders

- 10) Conduct research aimed at refining and enriching the TAP System Model.
- 11) Provide ongoing, technology-enabled, competency-based shaping feedback on key TAP processes (i.e., pre/post conferences, cluster groups) via Teachscape.

C. SLATON ISD RESPONSIBILITIES

Related to Goal 1: Supporting TAP Teachers

- 1) Collaborate with TTUCOE to identify targeted teachers / teacher leaders / grade levels with the greatest need for literacy and / or STEM professional development.
- 2) Collaborate with TTUCOE to provide targeted teachers with competency-based literacy, STEM and / or Leadership advanced certification professional development through live, web-based coursework that includes formative classroom clinical shaping experiences in each course and during each semester.
- 3) Collaborate with TTUCOE to enact Teachscape for ongoing observation of practice and set a TTU work structure that provides analysis of classroom teaching on a timely basis.
- 4) Agree that the parent-permission for media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of teacher.

Related to Goal 2: Supporting TAP Leaders

- 5) Collaborate with TTUCOE to identify campuses for quasi-experimental research on the TAP System Model (B.9., above).

Related to Goal 3: Supporting Evaluation through Data Sharing

Using the list provided by TTUITD (D.1 through 3., below), provide a data table containing the following information for Slaton ISD students taught by TAP teachers.

- 6) For each student in the list, Slaton ISD will provide to TTUITD (if available) twice yearly (January and June) the following data fields associated with K-12 students assigned to the identified TAP teachers:
 - a. Ethnic code
 - b. Gender
 - c. Economic disadvantage code (free and reduced lunch)
 - d. Special education status
 - e. Cumulative grade point average
 - f. Student gain/growth score for previous two years (if available)
 - g. District Assessment Test scores by subject
 - h. District Assessment Test scores by standard (criteria)
 - i. State Assessment Test scores by subject
 - j. State Assessment Test scores by standard (criteria)
 - k. Limited English status
 - l. G&T status
 - m. At-risk indicator
 - n. Mobility (moves per year)
 - o. Disciplinary counts
 - p. Attendance counts
 - q. Tardy counts
 - r. Campus code
- 7) This list will be created in the following manner so that student demographic and performance data will be de-identified.
 - a. Slaton ISD will take two steps in de-identifying the data to be transferred to TTUITD:
 - i. Requested data will be consolidated into a single table, identifying students by their Slaton ISD student ID; and
 - ii. Slaton ISD will generate a unique, random number to be used only to identify students in data exchanges with TTUITD.
 - b. Slaton ISD will transfer the de-identified data to TTUITD, that will then provide the data to TTUCOE.

**Memorandum of Understanding
Implementing Activities Associated with the SEED Grant**

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- c. Slaton ISD, as the custodian of the confidential student data, will maintain the translation tables and at no time will share the conversion tables with anyone at TTU. Only Slaton ISD will have the ability to match individual student identity with the data being transferred.

D. TTUITD RESPONSIBILITIES

Related to Goal 3:

- 1) TTUITD will provide Slaton ISD with the names of specific certification-seeking TAP teachers to be included in the data request as outlined in C.6., above.
- 2) TTUITD will use procedures to maintain anonymity of individual Slaton ISD students. This will be accomplished by TTUITD having access only to de-identified information for students, and never possessing the data ID translation table enabling identification of individual students associated with the demographic and assessment data being transferred. No exceptions will be granted under this MOU.
- 3) TTUITD will provide Slaton ISD with the names of specific Teacher Candidates from TTU hired by Slaton ISD for whom data is requests as outlined in C.6., above.

Memorandum of Understanding
Implementing Activities Associated with the SEED Grant

5

E. CONTACTS

Technical contacts for the agreement execution described herein are as follows:

TTUITD

Katherine A. Austin, Ph.D.
Assistant Vice President
Office of the CIO
Texas Tech University
kathy.austin@ttu.edu

(806) 742-5156

Mike Simmons
Managing Director
Application Development and Support,
TTUITD
Texas Tech University
mike.simmons@ttu.edu

TTUCOE

Doug Hamman, Ph.D.
Professor & Chair, Department of Teacher
Education
Texas Tech University
doug.hamman@ttu.edu

(806) 834-4113

Margaret Johnson, Ph.D.
Vice-Dean
College of Education
Texas Tech University
peggy.johnson@ttu.edu

(806) 742-1998

Implementation and further technical contacts will be exchanged upon execution of the agreement.
Executive contacts for this agreement:

TTUITD

Sam Segran
Chief Information Officer
Office of the CIO
Texas Tech University
sam.segran@ttu.edu

(806) 742-5151

Slaton Independent School District

XXX

Kent Sparkman
Director of Technology
Slaton ISD
K.Sparkman@slatonisd.net
(806) 828-6591

Slaton Independent School District

Julee Becker
Superintendent
Slaton Independent School District

(806) 828-5506

**Memorandum of Understanding
Implementing Activities Associated with the SEED Grant**

6

F. TERM

This Agreement will be effective from the date of signing and shall terminate on December 31, 2016. This Agreement may be modified or extended at any time by mutual written consent of both parties.

G. MODIFICATIONS/TERMINATIONS


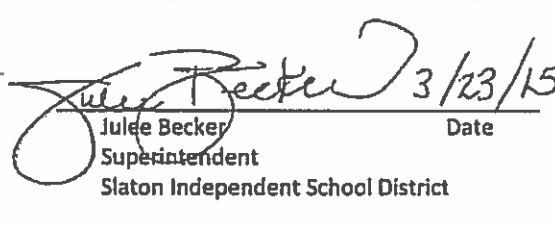
This MOU shall be effective upon signature by both parties and may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days written notice to the other party. Throughout the term of this MOU, and upon termination, each party shall be solely responsible for data in its possession, and neither party shall have the authority to use transferred data tables for purposes other than those outlined in this agreement, or required by law.

H. DISASTER RECOVERY

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission-critical central IT and other TTU systems.

I. EXECUTION OF UNDERSTANDING

The undersigned authorize this cooperative understanding under the aforementioned terms.

 _____ Sam Segrah Chief Information Officer Office of the CIO Texas Tech University	 _____ Julie Becker Superintendent Slaton Independent School District
3/23/15 Date	3/23/15 Date

**Memorandum of Understanding
Teacher-Preparation Program**

1

Parties. Texas Tech University (TTU), through its College of Education at Texas Tech University (TTUCOE) and its Information Technology Division (TTUITD) are collaborating with Tahoka ISD to improve educator preparation, with the end goal of improving Tahoka ISD student achievement.

WHEREAS, the parties to this Memorandum of Understanding (MOU) desire to continue their support of the TechTeach Teacher Preparation Program, serving elementary and secondary grade-levels in high need areas.

Purpose. The purpose of this MOU is to articulate the goals of the partnership, and to specify each party's responsibilities associated with implementing the TechTeach Teacher Preparation Program (the "Program").

A. COLLABORATIVE GOALS

Goal 1

Design and implement within Tahoka ISD, a district-based, clinically intensive teacher education program with the aim of mentoring TTUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become highly competent in their subject-area, pedagogy and, by the second (2nd) year of teaching, to produce student achievement gain scores greater than the district average; and

Goal 2

Establish a framework for transferring teacher-level data between the Tahoka ISD and TTUITD for the purposes of monitoring and evaluating the preparation and effectiveness of Teacher Candidates who are working in Tahoka ISD. Teacher-level mean scores of students in classrooms aggregated to the teacher.

B. TTUCOE RESPONSIBILITIES

Related to Goal 1:

- 1) Dedicate and support a full-time person to serve as a Site Coordinator and district liaison ("TTU Site Coordinator"). On a day-to-day basis, the Site Coordinator will (a) provide support to Teacher Candidates placed in Tahoka ISD schools, (b) collaborate with building administrators and Mentor Teachers, and (c) contribute to the governance meetings with Tahoka ISD and community college partners.
- 2) Recruit and screen talented and committed Teacher Candidates into competency-based teacher education programs.
- 3) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Tahoka ISD need.
- 4) Use Teacher Candidate clinical competency data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Clinical competency data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates' instructional practices is achieved. Video-capture of Teacher Candidates will not be published without valid consents as required by FERPA or any other applicable privacy law, regulation, or policy. In recognition of the sensitivity of this practice, video of candidates' instruction will be captured under the district media permission (see C.5. below) in the following manner:
 - a. Capture of video. TTUCOE will:
 - i. Center the Teacher Candidate as the focal point of the video;
 - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Tahoka ISD students' faces, though some incidental exposure is likely; and
 - iii. Direct its Teacher Candidates to determine with Mentor Teachers (Tahoka ISD teachers under whom TTUCOE Teacher Candidate work) the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture these student/s in the recording. The Mentor Teacher will be responsible for ensuring such students are not included in the video capture. The student exception will be documented by the Teacher Candidate.
 - b. Handling and storage of video capture. TTUCOE will:

**Memorandum of Understanding
Teacher-Preparation Program**

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- i. Restrict only authorized individuals to access videos; TTU will integrate access controls by requiring TTU network account credentials (eRaider) to view video content. Access authorization will be established by the TTUCOE Program director with concurrence from the dean, and communicated to TTUITD;
 - ii. Prepare all Teacher Candidates to utilize the Swivl application, a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;
 - iii. Train Teacher Candidates to upload to the secure Swivl site all video associated with course assignments or performance assessments within twenty-four (24) hours of capture;
 - iv. Ensure the use of the Swivl application provides the security assurances necessary for recording in classroom. Video captured with the Swivl application is automatically and permanently erased from the device, once uploaded to the secure website;
 - v. Coordinate maintenance of video on the secure Swivl website for a period not to exceed ten (10) years from time of capture; and
 - vi. In the event of contract termination with Swivl, TTU will retain all video content in accordance with applicable retention policies, and will store the content on a TTUCOE server at the TTU University Data Center, with strict access controls remaining in place. Note that if another vendor is engaged, TTUCOE will require that the new vendor comply with the terms of this MOU, as well as TTU Operating Policies, including the TTU IT Security Policies.
 - c. Use of video for instructional purposes. TTUCOE will upload video to the secure Swivl site:
 - i. For purpose of self-observation and self-evaluation of instructional practices;
 - ii. To be used by TTU faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skill;
 - iii. To be used for purposes of Program evaluation;
 - iv. To be used by TTU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and
 - v. In no case will images of students appear in a public forum for purposes of self, candidate, Program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
- 5) Work with Tahoka ISD personnel to collaboratively select, train, support, and evaluate Tahoka ISD teachers serving as Mentor Teachers to Teacher Candidates.
- 6) Require its Teacher Candidates to abide by the rules of conduct contained within the TTUCOE Student Handbook and the Tahoka ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Tahoka ISD and TTUCOE policies will be followed.
- 7) Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
- 8) Prior to working with Tahoka ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Tahoka ISD, including a fingerprint background check.
- 9) Provide a TTUCOE liaison to work with Tahoka ISD technology operations.
- 10) Secure any required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool.
 - a. The CEI-SPS collects information about four (4) relevant educational constructs:
 - i. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - ii. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

- iii. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
 - iv. Classroom Management: How teachers foster a respectful and predictable learning environment.
- b. The CEI-SPS survey instrument (see Appendixes A and B) does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

C. TAHOKA ISD RESPONSIBILITIES

Related to Goal 1: Tahoka ISD will inform parents of the teacher assessment activity, and explain the measures taken to specifically avoid video capturing their students. Tahoka ISD will:

- 1) Collaborate with TTUCOE to identify schools, principals, and up to one hundred (100) Mentor Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation;
- 2) If space is available, provide a school-based classroom to be used for TTU Teacher Candidate coursework that is sufficient in size to hold up to twenty (20) Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building;
- 3) Provide office space for the TTU Site Coordinator on at least one campus where TTU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and conferences with individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Tahoka ISD administrative office location;
- 4) Incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of TTUCOE Teacher Candidates; and
- 5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Mentor Teacher, TTU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.

Related to Goal 2:

Using the list provided by TTUITD, Tahoka ISD will provide a collection of data tables containing the following information about Tahoka ISD teachers who serve as Mentor Teachers working with Teacher Candidates (MT-TC pairs); and a second collection of tables with achievement data from inservice teachers (teachers in the schools where Teacher Candidates are placed) who are matched to the MT-TC pairs based on past and present Value-Added (or student-growth) scores, grade, and tested content. For example, if a MT in the pair has "above one year's growth" in Grade 8 Math last year and "at one-year's growth" in the current year, then the corresponding sample would be comprised of teacher-level data from inservice teachers who also produced a similarly-ranked growth score for the past and current years. The achievement data along with the comparison data is necessary to verify the impact that Teacher Candidates might have on student achievement during the year-long student-teaching practicum.

With regard to the transfer of data:

- TTUITD will send the list to Tahoka ISD using the TTU Large File Transfer program (<http://largefiles.ttu.edu>);
- Tahoka ISD will access the transferred data, and provide the aforementioned data; and

**Memorandum of Understanding
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- Tahoka ISD will transfer the data back to TTUITD, using the TTU Large File Transfer program. Note that the Tahoka ISD representative will obtain a TTU eRaider access account, as a research partner. (For assistance, contact IT Help Central by phone at (806) 742-HELP or by email at ithelpcentral@ttu.edu).

When available, Value-Added scores will be provided by Tahoka ISD annually to TTUCOE, but in years when this variable was not calculated, Tahoka ISD is under no obligation to provide it. In the event that the Value Added variable was not calculated, then Tahoka ISD will provide for Grade 3-11, class averages of the State of Texas Assessments of Academic Readiness (STAAR) scale score, and a frequency count of within-class student levels. For Mentor Teachers in Grade 4 and above, this request will include average growth indices. If available for Grade K to 2, teacher-aggregated data derived from Measure of Academic Progress (MAP), or norm-referenced assessments will also be provided to TTUCOE.

- 6) Provide to TTUITD Value-Added scores for the Tahoka ISD TTU Teacher Candidates if they are hired by the district, beginning in the school year following the candidates' graduation and extending to the termination date of this MOU. Additional provisions:
 - a. If available, Tahoka ISD will also provide Value-Added scores for Teacher Candidates, and all detailed Value-Added data collected, as defined by the project leadership group.
 - b. Where possible, permit TTUCOE to administer the CEI-SPS to Tahoka ISD students in the classes taught by Teacher Candidates ultimately hired by Tahoka ISD.
 - c. The data compiled for Teacher Candidates hired by Tahoka ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.

D. JOINT TTUCOE AND TAHOKA ISD RESPONSIBILITIES

- 1) Meetings. Representatives of Tahoka ISD and TTUCOE and any community college partners will meet three (3) times each year to review Program data, discuss implementation of the Program, and plan for future needs of Tahoka ISD.
- 2) Administer the CEI-SPS survey. The CEI-SPS will be administered online by TTUCOE via a secure portal developed by TTU partner, National Institute for Excellence in Teaching (NIET). The portal will be used to administer the survey two times during the school year (i.e., once in September and once in April) by each Mentor Teacher/Teacher Candidate (MT/TC) pair (see Joint responsibilities, Section D).
- 3) For each administration of the CEI-SPS, the following steps will be followed:
 - a. Under the supervision of the Mentor Teacher, Teacher Candidates will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in Kindergarten through Grade 2, the abbreviated survey will be administered using a "small-group response" paper/pencil form; and Teacher Candidates will manually enter students' responses into a data portal in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
 - b. To complete the electronic survey, 3rd - 12th grade students will login to a secure URL using a unique numeric code. This code will allow students' responses to be linked to demographic variables and past achievement results. These results will be viewable only by the Mentor Teacher and the Teacher Candidate, much like any classroom-based formative or summative assessment.
 - c. Via the portal, NIET will use student responses to produce student-level response reports (i.e., data visualization) showing perceptions in the four (4) survey categories. Data will be displayed in the aggregate, and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to MT-TC pairs, and will not be uploaded to the NIET portal or any other TTU data system.
 - d. Using the aggregate, disaggregated, and identifiable reports, Teacher Candidates will develop data-guided goals and action plans for improving their students' perceptions in the four (4) survey areas.
 - e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for TTU's Teacher Candidates.

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- f. Paper surveys will be maintained by the TTU Primary Investigator ("PI") in a locked, secure location for one (1) year, and then properly discarded according to all applicable retention policies. After the data is entered in to the portal, no one but the PI will have access to the paper surveys.

E. TTUITD RESPONSIBILITIES

Related to Goal 2:

- 1) TTUITD will provide Tahoka ISD with the names of specific Mentor Teachers to be included in the data request as outlined the Goal 2 text.
- 2) TTUITD will periodically evaluate the data collection and security processes, to ensure adherence to the data and information security guidelines delineated in this MOU. Any violation of these terms will result in the immediate discontinuance of data collection processes.
- 3) TTUITD will provide Tahoka ISD with the names of specific Teacher Candidates hired by Tahoka ISD for whom data is requested as outlined in Goal 2 text.

F. CONTACTS

Technical contacts for the MOU execution described herein are as follows:

TTUITD

Katherine A. Austin, Ph.D.
Assistant Vice President
Office of the CIO
Texas Tech University
kathy.austin@ttu.edu
(806) 742-5156

Tahoka ISD

Alan Umholtz
Superintendent
Tahoka ISD
aumholtz@tahokaisd.org
(806) 561-4105

Mike Simmons
Managing Director
Application Development and Support, TTUITD
Texas Tech University
mike.simmons@ttu.edu
(806) 834-5931

TTUCOE

Doug Hamman, Ph.D.
Professor & Chair, Department of Teacher Education
Texas Tech University
doug.hamman@ttu.edu
(806) 834-4113

Implementation and further technical contacts will be exchanged upon execution of the MOU.

Memorandum of Understanding
Teacher-Preparation Program

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Executive contacts for this MOU:

TTUITD

Sam Segrán
Chief Information Officer
Office of the CIO
Texas Tech University
sam.segran@ttu.edu
(806) 742-5151

Tahoka ISD

Alan Umholtz
Superintendent
Tahoka ISD
aumholtz@tahokaisd.org
(806) 561-4105

G. NOTICE

Notice under this MOU must also be written and delivered to the person or department named below: (1) by hand delivery, (2) by United States mail, or (3) by email. Notice will be effective upon physical delivery of the notice by messenger service; or, four (4) business days after the date of mailing by certified mail, return receipt requested; or upon acknowledgement of notice by the email recipient, either by return receipt or reply email. If no email receipt or reply has been received by the sender within one (1) business day from emailing the notice, the notice is deemed incomplete and sender must send notice by messenger or certified mail.

If to TTU: Texas Tech University
Contracting
PO Box 41094
Lubbock, TX 79409
contracting@ttu.edu

If to ISD: Tahoka ISD
Attn.: ALAN UMHOLTZ
Address 2129 N. Main St.
City, State, Zip TAHOKA, TX 79373
Email aumholtz@tahokaisd.org

H. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires eight (8) years from execution. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party.

I. USE OF DATA

Throughout the term of this MOU, and upon termination, each party shall be solely responsible for data in its possession, and neither party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The parties agree to abide by all federal, state, or local laws and regulations and TTU Policies and Procedures as applicable to performance under this MOU. Applicable law includes but is not limited to Family Educational Rights and Privacy Act (FERPA) and the Texas Public Information Act (TPIA). Except as defined under this MOU, neither party will disclose data to another party for any reason unless required by law.

J. RELEASE OF INFORMATION

The parties agree to coordinate the voluntary release of information related to this MOU.

K. GOVERNING LAW; VENUE

This MOU is governed by and interpreted under Texas law and Lubbock County, Texas will be the proper place for venue for any disputes involving this MOU.

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L. COSTS

Other than the financial obligation in Section B.1, this MOU is not a commitment of funds and does not create any fiscal obligation on the part of either party. Each party will bear its own costs, risks, and liabilities arising out of its obligations and efforts under this MOU during the period it is in effect. No party shall have any right for reimbursement, payment, or compensation of any kind for work performed under this MOU.

M. DISASTER RECOVERY

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission critical central IT and other TTU systems.

N. DISPUTE RESOLUTION

The parties shall utilize the Dispute Resolution process provided for in Texas Government Code 2260 for all disputes arising from this MOU. Neither the execution of this MOU by TTU nor any other conduct of any representative of TTU relating to the MOU will be considered a waiver of TTU's sovereign immunity to suit.

O. LIMITATION ON LIABILITY

It is understood and agreed that TTU will not be liable for any negligent or wrongful acts, either of commission or omission, chargeable to it unless such liability is imposed by Texas law and that this MOU shall not be construed as seeking to either enlarge or diminish any obligation or duty owed by TTU to Tahoka ISD or to any third party.


P. NOT EXCLUSIVE

Tahoka ISD acknowledges and agrees that the MOU with TTU is non-exclusive and TTU has the right to engage with other contractors for similar or identical scopes of work, and to purchase similar or identical products or services from other contractors.

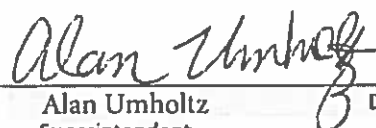
Q. EXECUTION OF UNDERSTANDING

The undersigned authorize this cooperative understanding under the aforementioned terms.

For Sam Segrán


Digitally signed by yng
Date: 2018.08.13
11:09:28 -05'00'

Sam Segrán Date
Chief Information Officer
Office of the CIO
Texas Tech University

 7/19/18

Alan Umholtz Date
Superintendent
Tahoka ISD

Signature: 

Email: jennifer.adling@ttu.edu

Title: Chief Procurement Officer

Jennifer Adling Aug 14, 2018 Date
Chief Procurement Officer
Procurement Services
Texas Tech University

**Memorandum of Understanding
Teacher-Preparation Program**

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**Appendix A
Description of the CEI-SPS**

Memorandum of Understanding Teacher-Preparation Program

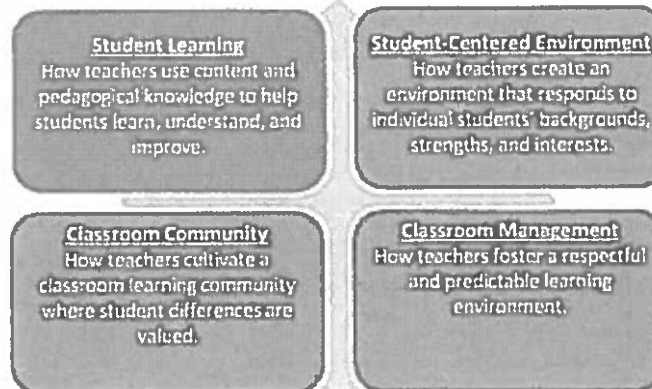
9



THE
COLORADO
EDUCATION
INITIATIVE

Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always, most of the time, some of the time, and never*. The survey is organized by four elements²:



There are two versions of Colorado's Student Perception Survey, one for grades 3 - 5 and another for grades 6 - 12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoeducationinitiative.org/studentsurvey/.

Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our administration materials not by survey element.

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My teacher tells us what we are learning and why.
My teacher asks questions to be sure we are following along.
My teacher talks to me about my work to help me understand my mistakes.
My teacher writes notes on my work that help me do better next time.
The schoolwork we do is interesting.
Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
My teacher wants us to share what we think.
My teacher teaches us to respect people's differences.
My teacher knows what makes me excited about learning.
My teacher talks about things we learn in other classes, subjects, and years.
If I am sad or angry, my teacher helps me feel better.
My teacher would notice if something was bothering me.
The people we learn and read about in this class are like me.
My teacher knows what my life is like outside of school.
My teacher knows what is important to me.
Students feel comfortable sharing their ideas in this class.
Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
My teacher cares about me.
In this class, I feel like I fit in.
I feel like an important part of my classroom community.
I ask for help when I need it.
I feel like I do a good job in this class.
Classroom Management: How teachers foster a respectful and predictable learning environment.
Our class stays busy and does not waste time.
Students in my class are respectful to our teacher.
My classmates behave the way my teacher wants them to.
All of the kids in my class know what they are supposed to be doing and learning.

Appendix B
Developmentally Appropriate CEI-SPS

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade(s): K-1

★ Student Name:

Directions: The sentences below will be read aloud to you! Circle the word that tells what you think about each statement!



1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



Always



Sometimes



Never



2. My classmates behave the way my teacher wants them to.



Always



Sometimes



Never



3. Our class stays busy and doesn't waste time.



Always



Sometimes

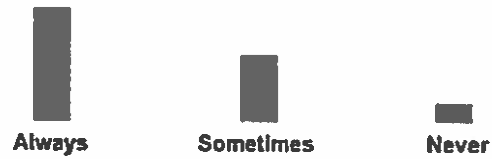


Never

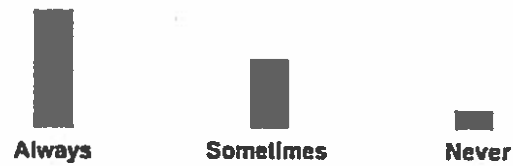
Appendix B (continued)



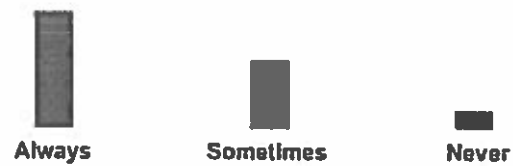
4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



*Teacher Use Only
Anecdotal Note? ():

Appendix B (continued)

Recording K-I SPS Scores

Q. Answer Key:

A - Always

S- Sometimes

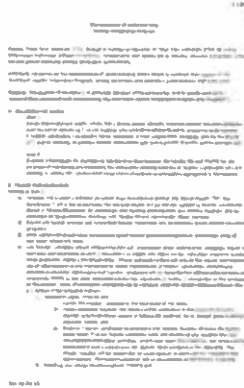
N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
15-								
16-								
17-								
18-								
19-								
20-								
21-								
22-								
23-								

Tahoka ISD #C12965 signed







Adobe Sign Document History

08/14/2018



Created:	08/13/2018
By:	Joshua DeLeon (joshua.deleon@ttu.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA2LJI0euXzJ5nqKFtyJQ2cmPhFcdlP7M

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-  Document created by Joshua DeLeon (joshua.deleon@ttu.edu)
08/13/2018 - 3:22:30 PM CDT- IP address: 129.118.87.155
-  Document emailed to Jennifer Adling (jennifer.adling@ttu.edu) for signature
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-  Document viewed by Jennifer Adling (jennifer.adling@ttu.edu)
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-  Document e-signed by Jennifer Adling (jennifer.adling@ttu.edu)
Signature Date: 08/14/2018 - 8:35:43 AM CDT - Time Source: server- IP address: 129.118.87.241
-  Signed document emailed to Joshua DeLeon (joshua.deleon@ttu.edu) and Jennifer Adling (jennifer.adling@ttu.edu)
08/14/2018 - 8:35:43 AM CDT



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**Memorandum of Understanding
Teacher-Preparation Program**

1

Parties. Texas Tech University (TTU), through its College of Education at Texas Tech University (TTUCOE) and its Information Technology Division (TTUITD) are collaborating with Hamlin ISD to improve educator preparation, with the end goal of improving Hamlin ISD student achievement.

WHEREAS, the parties to this Memorandum of Understanding (MOU) desire to continue their support of the TechTeach Teacher Preparation Program, serving elementary and secondary grade-levels in high need areas.

Purpose. The purpose of this MOU is to articulate the goals of the partnership, and to specify each party's responsibilities associated with implementing the TechTeach Teacher Preparation Program (the "Program").

A. COLLABORATIVE GOALS

Goal 1

Design and implement within Hamlin ISD, a district-based, clinically intensive teacher education program with the aim of mentoring TTUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become highly competent in their subject-area, pedagogy and, by the second (2nd) year of teaching, to produce student achievement gain scores greater than the district average; and

Goal 2

Establish a framework for transferring teacher-level data between the Hamlin ISD and TTUITD for the purposes of monitoring and evaluating the preparation and effectiveness of Teacher Candidates who are working in Hamlin ISD. Teacher-level mean scores of students in classrooms aggregated to the teacher.

B. TTUCOE RESPONSIBILITIES

Related to Goal 1:

- 1) Dedicate and support a full-time person to serve as a Site Coordinator and district liaison ("TTU Site Coordinator"). On a day-to-day basis, the Site Coordinator will (a) provide support to Teacher Candidates placed in Hamlin ISD schools, (b) collaborate with building administrators and Mentor Teachers, and (c) contribute to the governance meetings with Hamlin ISD and community college partners.
- 2) Recruit and screen talented and committed Teacher Candidates into competency-based teacher education programs.
- 3) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Hamlin ISD need.
- 4) Use Teacher Candidate clinical competency data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Clinical competency data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates' instructional practices is achieved. Video-capture of Teacher Candidates will not be published without valid consents as required by FERPA or any other applicable privacy law, regulation, or policy. In recognition of the sensitivity of this practice, video of candidates' instruction will be captured under the district media permission (see C.5. below) in the following manner:
 - a. Capture of video. TTUCOE will:
 - i. Center the Teacher Candidate as the focal point of the video;
 - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Hamlin ISD students' faces, though some incidental exposure is likely; and
 - iii. Direct its Teacher Candidates to determine with Mentor Teachers (Hamlin ISD teachers under whom TTUCOE Teacher Candidate work) the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture these student/s in the recording. The Mentor Teacher will be responsible for ensuring such students are not included in the video capture. The student exception will be documented by the Teacher Candidate.
 - b. Handling and storage of video capture. TTUCOE will:

**Memorandum of Understanding
Teacher-Preparation Program**

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- i. Restrict only authorized individuals to access videos; TTU will integrate access controls by requiring TTU network account credentials (eRaider) to view video content. Access authorization will be established by the TTUCOE Program director with concurrence from the dean, and communicated to TTUITD;
 - ii. Prepare all Teacher Candidates to utilize the Swivl application, a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;
 - iii. Train Teacher Candidates to upload to the secure Swivl site all video associated with course assignments or performance assessments within twenty-four (24) hours of capture;
 - iv. Ensure the use of the Swivl application provides the security assurances necessary for recording in classroom. Video captured with the Swivl application is automatically and permanently erased from the device, once uploaded to the secure website;
 - v. Coordinate maintenance of video on the secure Swivl website for a period not to exceed ten (10) years from time of capture; and
 - vi. In the event of contract termination with Swivl, TTU will retain all video content in accordance with applicable retention policies, and will store the content on a TTUCOE server at the TTU University Data Center, with strict access controls remaining in place. Note that if another vendor is engaged, TTUCOE will require that the new vendor comply with the terms of this MOU, as well as TTU Operating Policies, including the TTU IT Security Policies.
 - c. Use of video for instructional purposes. TTUCOE will upload video to the secure Swivl site:
 - i. For purpose of self-observation and self-evaluation of instructional practices;
 - ii. To be used by TTU faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skill;
 - iii. To be used for purposes of Program evaluation;
 - iv. To be used by TTU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and
 - v. In no case will images of students appear in a public forum for purposes of self, candidate, Program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
- 5) Work with Hamlin ISD personnel to collaboratively select, train, support, and evaluate Hamlin ISD teachers serving as Mentor Teachers to Teacher Candidates.
- 6) Require its Teacher Candidates to abide by the rules of conduct contained within the TTUCOE Student Handbook and the Hamlin ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Hamlin ISD and TTUCOE policies will be followed.
- 7) Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
- 8) Prior to working with Hamlin ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Hamlin ISD, including a fingerprint background check.
- 9) Provide a TTUCOE liaison to work with Hamlin ISD technology operations.
- 10) Secure any required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool.
 - a. The CEI-SPS collects information about four (4) relevant educational constructs:
 - i. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - ii. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

- iii. **Classroom Community:** How teachers cultivate a classroom learning community where student differences are valued.
 - iv. **Classroom Management:** How teachers foster a respectful and predictable learning environment.
- b. The CEI-SPS survey instrument (see Appendixes A and B) does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

C. HAMLIN ISD RESPONSIBILITIES

Related to Goal 1: Hamlin ISD will inform parents of the teacher assessment activity, and explain the measures taken to specifically avoid video capturing their students. Hamlin ISD will:

- 1) Collaborate with TTUCOE to identify schools, principals, and up to one hundred (100) Mentor Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation;
- 2) If space is available, provide a school-based classroom to be used for TTU Teacher Candidate coursework that is sufficient in size to hold up to twenty (20) Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building;
- 3) Provide office space for the TTU Site Coordinator on at least one campus where TTU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and conferences with individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Hamlin ISD administrative office location;
- 4) Incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of TTUCOE Teacher Candidates; and
- 5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Mentor Teacher, TTU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.

Related to Goal 2:

Using the list provided by TTUITD, Hamlin ISD will provide a collection of data tables containing the following information about Hamlin ISD teachers who serve as Mentor Teachers working with Teacher Candidates (MT-TC pairs); and a second collection of tables with achievement data from inservice teachers (teachers in the schools where Teacher Candidates are placed) who are matched to the MT-TC pairs based on past and present Value-Added (or student-growth) scores, grade, and tested content. For example, if a MT in the pair has "above one year's growth" in Grade 8 Math last year and "at one-year's growth" in the current year, then the corresponding sample would be comprised of teacher-level data from inservice teachers who also produced a similarly-ranked growth score for the past and current years. The achievement data along with the comparison data is necessary to verify the impact that Teacher Candidates might have on student achievement during the year-long student-teaching practicum.

With regard to the transfer of data:

- TTUITD will send the list to Hamlin ISD using the TTU Large File Transfer program (<http://largefiles.ttu.edu>);
- Hamlin ISD will access the transferred data, and provide the aforementioned data; and

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- Hamlin ISD will transfer the data back to TTUITD, using the TTU Large File Transfer program. Note that the Hamlin ISD representative will obtain a TTU eRaider access account, as a research partner. (For assistance, contact IT Help Central by phone at (806) 742-HELP or by email at ithelpcentral@ttu.edu).

When available, Value-Added scores will be provided by Hamlin ISD annually to TTUCOE, but in years when this variable was not calculated, Hamlin ISD is under no obligation to provide it. In the event that the Value Added variable was not calculated, then Hamlin ISD will provide for Grade 3-11, class averages of the State of Texas Assessments of Academic Readiness (STAAR) scale score, and a frequency count of within-class student levels. For Mentor Teachers in Grade 4 and above, this request will include average growth indices. If available for Grade K to 2, teacher-aggregated data derived from Measure of Academic Progress (MAP), or norm-referenced assessments will also be provided to TTUCOE.

- 6) Provide to TTUITD Value-Added scores for the Hamlin ISD TTU Teacher Candidates if they are hired by the district, beginning in the school year following the candidates' graduation and extending to the termination date of this MOU. Additional provisions:
 - a. If available, Hamlin ISD will also provide Value-Added scores for Teacher Candidates, and all detailed Value-Added data collected, as defined by the project leadership group.
 - b. Where possible, permit TTUCOE to administer the CEI-SPS to Hamlin ISD students in the classes taught by Teacher Candidates ultimately hired by Hamlin ISD.
 - c. The data compiled for Teacher Candidates hired by Hamlin ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.

D. JOINT TTUCOE AND HAMLIN ISD RESPONSIBILITIES

- 1) Meetings. Representatives of Hamlin ISD and TTUCOE and any community college partners will meet three (3) times each year to review Program data, discuss implementation of the Program, and plan for future needs of Hamlin ISD.
- 2) Administer the CEI-SPS survey. The CEI-SPS will be administered online by TTUCOE via a secure portal developed by TTU partner, National Institute for Excellence in Teaching (NIET). The portal will be used to administer the survey two times during the school year (i.e., once in September and once in April) by each Mentor Teacher/Teacher Candidate (MT/TC) pair (see Joint responsibilities, Section D).
- 3) For each administration of the CEI-SPS, the following steps will be followed:
 - a. Under the supervision of the Mentor Teacher, Teacher Candidates will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in Kindergarten through Grade 2, the abbreviated survey will be administered using a "small-group response" paper/pencil form; and Teacher Candidates will manually enter students' responses into a data portal in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
 - b. To complete the electronic survey, 3rd - 12th grade students will login to a secure URL using a unique numeric code. This code will allow students' responses to be linked to demographic variables and past achievement results. These results will be viewable only by the Mentor Teacher and the Teacher Candidate, much like any classroom-based formative or summative assessment.
 - c. Via the portal, NIET will use student responses to produce student-level response reports (i.e., data visualization) showing perceptions in the four (4) survey categories. Data will be displayed in the aggregate, and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to MT-TC pairs, and will not be uploaded to the NIET portal or any other TTU data system.
 - d. Using the aggregate, disaggregated, and identifiable reports, Teacher Candidates will develop data-guided goals and action plans for improving their students' perceptions in the four (4) survey areas.
 - e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for TTU's Teacher Candidates.

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- f. Paper surveys will be maintained by the TTU Primary Investigator ("PI") in a locked, secure location for one (1) year, and then properly discarded according to all applicable retention policies. After the data is entered in to the portal, no one but the PI will have access to the paper surveys.

E. TTUITD RESPONSIBILITIES

Related to Goal 2:

- 1) TTUITD will provide Hamlin ISD with the names of specific Mentor Teachers to be included in the data request as outlined the Goal 2 text.
- 2) TTUITD will periodically evaluate the data collection and security processes, to ensure adherence to the data and information security guidelines delineated in this MOU. Any violation of these terms will result in the immediate discontinuance of data collection processes.
- 3) TTUITD will provide Hamlin ISD with the names of specific Teacher Candidates hired by Hamlin ISD for whom data is requested as outlined in Goal 2 text.

F. CONTACTS

Technical contacts for the MOU execution described herein are as follows:

TTUITD
Katherine A. Austin, Ph.D.
Associate Assistant Vice President
Office of the CIO
Texas Tech University
kathy.austin@ttu.edu
(806) 742-5156

Hamlin ISD
Misti Shoemaker
Hamlin Career Academy Coordinator
Hamlin ISD
mshoemaker@hamlin.esc14.net
(325) 576-2722 ext. 2006

Mike Simmons
Managing Director
Application Development and Support, TTUITD
Texas Tech University
mike.simmons@ttu.edu
(806) 834-5931

TTUCOE
Doug Hamman, Ph.D.
Professor & Chair, Department of Teacher Education
Texas Tech University
doug.hamman@ttu.edu
(806) 834-4113

Implementation and further technical contacts will be exchanged upon execution of the MOU.

**Memorandum of Understanding
Teacher-Preparation Program**

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Executive contacts for this MOU:

TTUITD

Sam Segran
Chief Information Officer
Office of the CIO
Texas Tech University
sam.segran@ttu.edu
(806) 742-5151

Hamlin ISD

Dr. Randy Burks
Superintendent
Hamlin ISD
rburks@hamlin.esc14.net
(325) 576-2722

G. NOTICE

Notice under this MOU must also be written and delivered to the person or department named below: (1) by hand delivery, (2) by United States mail, or (3) by email. Notice will be effective upon physical delivery of the notice by messenger service; or, four (4) business days after the date of mailing by certified mail, return receipt requested; or upon acknowledgement of notice by the email recipient, either by return receipt or reply email. If no email receipt or reply has been received by the sender within one (1) business day from emailing the notice, the notice is deemed incomplete and sender must send notice by messenger or certified mail.

If to TTU: Texas Tech University
 Contracting
 PO Box 41094
 Lubbock, TX 79409
 contracting@ttu.edu

If to ISD: Hamlin ISD
 Attn.: Misti Shoemaker
 Address: 250 SW Ave F
 City, State, Zip: Hamlin, TX 79520
 Email: mshoemaker@hamlin.esc14.net

H. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires eight (8) years from execution. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party.

I. USE OF DATA

Throughout the term of this MOU, and upon termination, each party shall be solely responsible for data in its possession, and neither party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The parties agree to abide by all federal, state, or local laws and regulations and TTU Policies and Procedures as applicable to performance under this MOU. Applicable law includes but is not limited to Family Educational Rights and Privacy Act (FERPA) and the Texas Public Information Act (TPIA). Except as defined under this MOU, neither party will disclose data to another party for any reason unless required by law.

J. RELEASE OF INFORMATION

The parties agree to coordinate the voluntary release of information related to this MOU.

K. GOVERNING LAW; VENUE

This MOU is governed by and interpreted under Texas law and Lubbock County, Texas will be the proper place for venue for any disputes involving this MOU.

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L. COSTS

Other than the financial obligation in Section B.1, this MOU is not a commitment of funds and does not create any fiscal obligation on the part of either party. Each party will bear its own costs, risks, and liabilities arising out of its obligations and efforts under this MOU during the period it is in effect. No party shall have any right for reimbursement, payment, or compensation of any kind for work performed under this MOU.

M. DISASTER RECOVERY

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission-critical central IT and other TTU systems.

N. DISPUTE RESOLUTION

The parties shall utilize the Dispute Resolution process provided for in Texas Government Code 2260 for all disputes arising from this MOU. Neither the execution of this MOU by TTU nor any other conduct of any representative of TTU relating to the MOU will be considered a waiver of TTU's sovereign immunity to suit.

O. LIMITATION ON LIABILITY

It is understood and agreed that TTU will not be liable for any negligent or wrongful acts, either of commission or omission, chargeable to it unless such liability is imposed by Texas law and that this MOU shall not be construed as seeking to either enlarge or diminish any obligation or duty owed by TTU to Hamlin ISD or to any third party.

P. NOT EXCLUSIVE

Hamlin ISD acknowledges and agrees that the MOU with TTU is non-exclusive and TTU has the right to engage with other contractors for similar or identical scopes of work, and to purchase similar or identical products or services from other contractors.

Q. EXECUTION OF UNDERSTANDING

The undersigned authorize this cooperative understanding under the aforementioned terms.

For Sam Segrán

yng

Digitally signed by yng

Date: 2018.10.24

17:14:06 -05'00'

Sam Segrán
Chief Information Officer
Office of the CIO
Texas Tech University

Date

Randy Burks

10-17-18

Dr. Randy Burks
Superintendent
Hamlin ISD

Date

Signature: *Jennifer Adling*

Jennifer Adling (Nov 9, 2018)

Email: jennifer.adling@ttu.edu

Nov 9, 2018

Signature: *Robin H. Lock*

Robin H. Lock (Nov 9, 2018)

Email: robin.lock@ttu.edu

Nov 9, 2018

Appendix A

Rev.06.04.18

Memorandum of Understanding
Teacher-Preparation Program

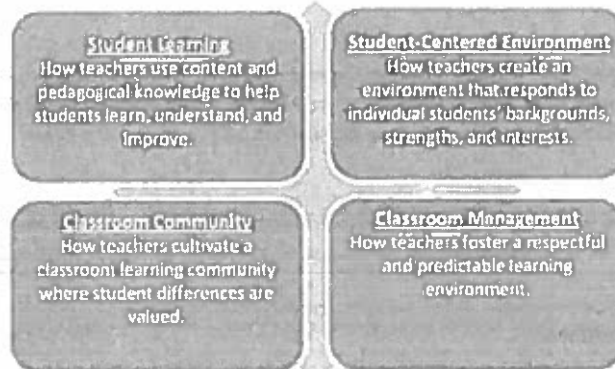
8

Description of the CEI-SPS



Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always, most of the time, some of the time, and never*. The survey is organized by four elements²:



There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 -12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoedinitiative.org/studentsurvey/.

Student Learning: *How teachers use content and pedagogical knowledge to help students learn, understand, and improve.*

The schoolwork we do helps me learn.
What I learn in this class is useful to me in my real life.
In this class, we learn a lot almost every day.
My teacher makes sure that we think hard about things we read and write.
When the work is too hard, my teacher helps me keep trying.
In this class, it is more important to understand the lesson than to memorize the answers.
My teacher uses a lot of different ways to explain things.
My teacher knows when we understand the lesson and when we do not.
Our classroom materials and supplies have a special place and things are easy to find.
In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#) not by survey element.

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My teacher tells us what we are learning and why.
My teacher asks questions to be sure we are following along.
My teacher talks to me about my work to help me understand my mistakes.
My teacher writes notes on my work that help me do better next time.
The schoolwork we do is interesting.
Student-Centered Environment: *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*
My teacher wants us to share what we think.
My teacher teaches us to respect people's differences.
My teacher knows what makes me excited about learning.
My teacher talks about things we learn in other classes, subjects, and years.
If I am sad or angry, my teacher helps me feel better.
My teacher would notice if something was bothering me.
The people we learn and read about in this class are like me.
My teacher knows what my life is like outside of school.
My teacher knows what is important to me.
Students feel comfortable sharing their ideas in this class.
Classroom Community: *How teachers cultivate a classroom learning community where student differences are valued.*
My teacher cares about me.
In this class, I feel like I fit in.
I feel like an important part of my classroom community.
I ask for help when I need it.
I feel like I do a good job in this class.
Classroom Management: *How teachers foster a respectful and predictable learning environment.*
Our class stays busy and does not waste time.
Students in my class are respectful to our teacher.
My classmates behave the way my teacher wants them to.
All of the kids in my class know what they are supposed to be doing and learning.

Appendix B
Developmentally Appropriate CEI-SP5

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade: 1: K-1

Student Name:



Directions: The sentences below will be read aloud to you! Circle the word that tells what you think about each statement!



1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



3. Our class stays busy and doesn't waste time.



Appendix B (continued)



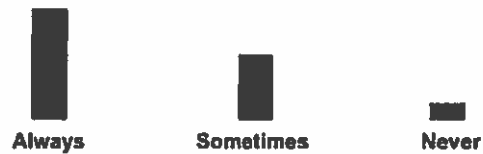
4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



***Teacher Use Only**
Anecdotal Note? ():

Appendix B (continued)

Recording K-1 SPS Scores

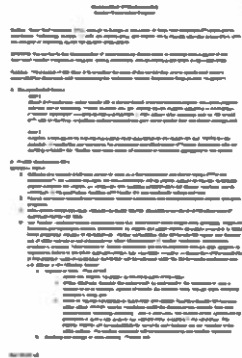
Q. Answer Key:

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
15-								
16-								
17-								
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19-								
20-								
21-								
22-								
23-								











Hamlin ISD #C13417

Adobe Sign Document History

11/09/2018

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By:	Leticia Cobos (leticia.cobos@ttu.edu)
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Transaction ID:	CBJCHBCAABAAqyi5BBXXH003OqPKvUnoDGSuGQb0Hd3G

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11/09/2018 - 1:09:51 PM CST



POWERED BY
Adobe Sign

**Memorandum of Understanding
Teacher-Preparation Program**

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Parties. Texas Tech University (TTU), through its College of Education at Texas Tech University (TTUCOE) and its Information Technology Division (TTUITD) are collaborating with Brownfield ISD to improve educator preparation, with the end goal of improving Brownfield ISD student achievement.

WHEREAS, the parties to this Memorandum of Understanding (MOU) desire to continue their support of the TechTeach Teacher Preparation Program, serving elementary and secondary grade-levels in high need areas.

Purpose. The purpose of this MOU is to articulate the goals of the partnership, and to specify each party's responsibilities associated with implementing the TechTeach Teacher Preparation Program (the "Program").

A. COLLABORATIVE GOALS

Goal 1

Design and implement within Brownfield ISD, a district-based, clinically intensive teacher education program with the aim of mentoring TTUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become highly competent in their subject-area, pedagogy and, by the second (2nd) year of teaching, to produce student achievement gain scores greater than the district average; and

Goal 2

Establish a framework for transferring teacher-level data between the Brownfield ISD and TTUITD for the purposes of monitoring and evaluating the preparation and effectiveness of Teacher Candidates who are working in Brownfield ISD. Teacher-level mean scores of students in classrooms aggregated to the teacher.

B. TTUCOE RESPONSIBILITIES

Related to Goal 1:

- 1) Dedicate and support a full-time person to serve as a Site Coordinator and district liaison ("TTU Site Coordinator"). On a day-to-day basis, the Site Coordinator will (a) provide support to Teacher Candidates placed in Brownfield ISD schools, (b) collaborate with building administrators and Mentor Teachers, and (c) contribute to the governance meetings with Brownfield ISD and community college partners.
- 2) Recruit and screen talented and committed Teacher Candidates into competency-based teacher education programs.
- 3) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Brownfield ISD need.
- 4) Use Teacher Candidate clinical competency data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Clinical competency data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates' instructional practices is achieved. Video-capture of Teacher Candidates will not be published without valid consents as required by FERPA or any other applicable privacy law, regulation, or policy. In recognition of the sensitivity of this practice, video of candidates' instruction will be captured under the district media permission (see C.5. below) in the following manner:
 - a. Capture of video. TTUCOE will:
 - i. Center the Teacher Candidate as the focal point of the video;
 - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Brownfield ISD students' faces, though some incidental exposure is likely; and
 - iii. Direct its Teacher Candidates to determine with Mentor Teachers (Brownfield ISD teachers under whom TTUCOE Teacher Candidate work) the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture these student/s in the recording. The Mentor Teacher will be responsible for ensuring such students are not included in the video capture. The student exception will be documented by the Teacher Candidate.
 - b. Handling and storage of video capture. TTUCOE will:

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- i. Restrict only authorized individuals to access videos; TTU will integrate access controls by requiring TTU network account credentials (eRaider) to view video content. Access authorization will be established by the TTUCOE Program director with concurrence from the dean, and communicated to TTUITD;
 - ii. Prepare all Teacher Candidates to utilize the Swivl application, a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;
 - iii. Train Teacher Candidates to upload to the secure Swivl site all video associated with course assignments or performance assessments within twenty-four (24) hours of capture;
 - iv. Ensure the use of the Swivl application provides the security assurances necessary for recording in classroom. Video captured with the Swivl application is automatically and permanently erased from the device, once uploaded to the secure website;
 - v. Coordinate maintenance of video on the secure Swivl website for a period not to exceed ten (10) years from time of capture; and
 - vi. In the event of contract termination with Swivl, TTU will retain all video content in accordance with applicable retention policies, and will store the content on a TTUCOE server at the TTU University Data Center, with strict access controls remaining in place. Note that if another vendor is engaged, TTUCOE will require that the new vendor comply with the terms of this MOU, as well as TTU Operating Policies, including the TTU IT Security Policies.
- c. Use of video for instructional purposes. TTUCOE will upload video to the secure Swivl site:
 - i. For purpose of self-observation and self-evaluation of instructional practices;
 - ii. To be used by TTU faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skill;
 - iii. To be used for purposes of Program evaluation;
 - iv. To be used by TTU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and
 - v. In no case will images of students appear in a public forum for purposes of self, candidate, Program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
- 5) Work with Brownfield ISD personnel to collaboratively select, train, support, and evaluate Brownfield ISD teachers serving as Mentor Teachers to Teacher Candidates.
- 6) Require its Teacher Candidates to abide by the rules of conduct contained within the TTUCOE Student Handbook and the Brownfield ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Brownfield ISD and TTUCOE policies will be followed.
- 7) Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
- 8) Prior to working with Brownfield ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Brownfield ISD, including a fingerprint background check.
- 9) Provide a TTUCOE liaison to work with Brownfield ISD technology operations.
- 10) Secure any required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool.
 - a. The CEI-SPS collects information about four (4) relevant educational constructs:
 - i. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - ii. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

- iii. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
 - iv. Classroom Management: How teachers foster a respectful and predictable learning environment.
- b. The CEI-SPS survey instrument (see Appendixes A and B) does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

C. BROWNFIELD ISD RESPONSIBILITIES

Related to Goal 1: Brownfield ISD will inform parents of the teacher assessment activity, and explain the measures taken to specifically avoid video capturing their students. Brownfield ISD will:

- 1) Collaborate with TTUCOE to identify schools, principals, and up to one hundred (100) Mentor Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation;
- 2) If space is available, provide a school-based classroom to be used for TTU Teacher Candidate coursework that is sufficient in size to hold up to twenty (20) Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building;
- 3) Provide office space for the TTU Site Coordinator on at least one campus where TTU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and conferences with Individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Brownfield ISD administrative office location;
- 4) Incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of TTUCOE Teacher Candidates; and
- 5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Mentor Teacher, TTU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "Improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.

Related to Goal 2:

Using the list provided by TTUITD, Brownfield ISD will provide a collection of data tables containing the following information about Brownfield ISD teachers who serve as Mentor Teachers working with Teacher Candidates (MT-TC pairs); and a second collection of tables with achievement data from inservice teachers (teachers in the schools where Teacher Candidates are placed) who are matched to the MT-TC pairs based on past and present Value-Added (or student-growth) scores, grade, and tested content. For example, if a MT in the pair has "above one year's growth" in Grade 8 Math last year and "at one-year's growth" in the current year, then the corresponding sample would be comprised of teacher-level data from inservice teachers who also produced a similarly-ranked growth score for the past and current years. The achievement data along with the comparison data is necessary to verify the impact that Teacher Candidates might have on student achievement during the year-long student-teaching practicum.

With regard to the transfer of data:

- TTUITD will send the list to Brownfield ISD using the TTU Large File Transfer program (<http://largefiles.ttu.edu>);

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- Brownfield ISD will transfer the data back to TTUITD, using the TTU Large File Transfer program. Note that the Brownfield ISD representative will obtain a TTU eRaider access account, as a research partner. (For assistance, contact IT Help Central by phone at (806) 742-HELP or by email at ithelpcentral@ttu.edu).

When available, Value-Added scores will be provided by Brownfield ISD annually to TTUCOE, but in years when this variable was not calculated, Brownfield ISD is under no obligation to provide it. In the event that the Value Added variable was not calculated, then Brownfield ISD will provide for Grade 3-11, class averages of the State of Texas Assessments of Academic Readiness (STAAR) scale score, and a frequency count of within-class student levels. For Mentor Teachers in Grade 4 and above, this request will include average growth indices. If available for Grade K to 2, teacher-aggregated data derived from Measure of Academic Progress (MAP), or norm-referenced assessments will also be provided to TTUCOE.

- 6) Provide to TTUITD Value-Added scores for the Brownfield ISD TTU Teacher Candidates if they are hired by the district, beginning in the school year following the candidates' graduation and extending to the termination date of this MOU. Additional provisions:
 - a. If available, Brownfield ISD will also provide Value-Added scores for Teacher Candidates, and all detailed Value-Added data collected, as defined by the project leadership group.
 - b. Where possible, permit TTUCOE to administer the CEI-SPS to Brownfield ISD students in the classes taught by Teacher Candidates ultimately hired by Brownfield ISD.
 - c. The data compiled for Teacher Candidates hired by Brownfield ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.

D. JOINT TTUCOE AND BROWNFIELD ISD RESPONSIBILITIES

- 1) **Meetings.** Representatives of Brownfield ISD and TTUCOE and any community college partners will meet three (3) times each year to review Program data, discuss implementation of the Program, and plan for future needs of Brownfield ISD.
- 2) **Administer the CEI-SPS survey.** The CEI-SPS will be administered online by TTUCOE via a secure portal developed by TTU partner, National Institute for Excellence in Teaching (NIET). The portal will be used to administer the survey two times during the school year (i.e., once in September and once in April) by each Mentor Teacher/Teacher Candidate (MT/TC) pair (see Joint responsibilities, Section D).
- 3) For each administration of the CEI-SPS, the following steps will be followed:
 - a. Under the supervision of the Mentor Teacher, Teacher Candidates will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in Kindergarten through Grade 2, the abbreviated survey will be administered using a "small-group response" paper/pencil form; and Teacher Candidates will manually enter students' responses into a data portal in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
 - b. To complete the electronic survey, 3rd - 12th grade students will login to a secure URL using a unique numeric code. This code will allow students' responses to be linked to demographic variables and past achievement results. These results will be viewable only by the Mentor Teacher and the Teacher Candidate, much like any classroom-based formative or summative assessment.
 - c. Via the portal, NIET will use student responses to produce student-level response reports (i.e., data visualization) showing perceptions in the four (4) survey categories. Data will be displayed in the aggregate, and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to MT-TC pairs, and will not be uploaded to the NIET portal or any other TTU data system.
 - d. Using the aggregate, disaggregated, and identifiable reports, Teacher Candidates will develop data-guided goals and action plans for improving their students' perceptions in the four (4) survey areas.

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- e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for TTU's Teacher Candidates.
- f. Paper surveys will be maintained by the TTU Primary Investigator ("PI") in a locked, secure location for one (1) year, and then properly discarded according to all applicable retention policies. After the data is entered in to the portal, no one but the PI will have access to the paper surveys.

E. TTUITD RESPONSIBILITIES

Related to Goal 2:

- 1) TTUITD will provide Brownfield ISD with the names of specific Mentor Teachers to be included in the data request as outlined the Goal 2 text.
- 2) TTUITD will periodically evaluate the data collection and security processes, to ensure adherence to the data and information security guidelines delineated in this MOU. Any violation of these terms will result in the immediate discontinuance of data collection processes.
- 3) TTUITD will provide Brownfield ISD with the names of specific Teacher Candidates hired by Brownfield ISD for whom data is requested as outlined in Goal 2 text.

F. CONTACTS

Technical contacts for the MOU execution described herein are as follows:

TTUITD

Associate Katherine A. Austin, Ph.D.
Assistant Vice President
Office of the CIO
Texas Tech University
kathy.austin@ttu.edu
(806) 742-5156

Mike Simmons
Managing Director
Application Development and Support, TTUITD
Texas Tech University
mike.simmons@ttu.edu
(806) 834-5931

TTUCOE

Doug Hamman, Ph.D.
Professor & Chair, Department of Teacher Education
Texas Tech University
doug.hamman@ttu.edu
(806) 834-4113

Brownfield ISD

Melissa Oliva
Assistant Superintendent of C&I
melissa.oliva@brownfieldisd.net
(806)637-5771

Chris Smith
Superintendent
chrissmith@brownfieldisd.net
(806)637-2591

Implementation and further technical contacts will be exchanged upon execution of the MOU.

**Memorandum of Understanding
Teacher-Preparation Program**

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Executive contacts for this MOU:

TTUITD

Sam Segran
Chief Information Officer
Office of the CIO
Texas Tech University
sam.segran@ttu.edu
(806) 742-5151

Brownfield ISD

Chris Smith
Superintendent
chrissmith@brownfieldisd.net
(806)637-2591

G. NOTICE

Notice under this MOU must also be written and delivered to the person or department named below: (1) by hand delivery, (2) by United States mail, or (3) by email. Notice will be effective upon physical delivery of the notice by messenger service; or, four (4) business days after the date of mailing by certified mail, return receipt requested; or upon acknowledgement of notice by the email recipient, either by return receipt or reply email. If no email receipt or reply has been received by the sender within one (1) business day from emailing the notice, the notice is deemed incomplete and sender must send notice by messenger or certified mail.

If to TTU:

Texas Tech University
Contracting
PO Box 41094
Lubbock, TX 79409
contracting@ttu.edu

If to ISD:

Brownfield ISD
Attn.: Melissa Oliva
Address. 601 Tahoka Road
City, State, Zip. Brownfield, Texas 79331
Email. melissa.oliva@brownfieldisd.net

H. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires eight (8) years from execution. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party.

I. USE OF DATA

Throughout the term of this MOU, and upon termination, each party shall be solely responsible for data in its possession, and neither party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The parties agree to abide by all federal, state, or local laws and regulations and TTU Policies and Procedures as applicable to performance under this MOU. Applicable law includes but is not limited to Family Educational Rights and Privacy Act (FERPA) and the Texas Public Information Act (TPIA). Except as defined under this MOU, neither party will disclose data to another party for any reason unless required by law.

J. RELEASE OF INFORMATION

The parties agree to coordinate the voluntary release of information related to this MOU.

K. GOVERNING LAW; VENUE

This MOU is governed by and interpreted under Texas law and Lubbock County, Texas will be the proper place for venue for any disputes involving this MOU.

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L. COSTS

Other than the financial obligation in Section B.1, this MOU is not a commitment of funds and does not create any fiscal obligation on the part of either party. Each party will bear its own costs, risks, and liabilities arising out of its obligations and efforts under this MOU during the period it is in effect. No party shall have any right for reimbursement, payment, or compensation of any kind for work performed under this MOU.

M. DISASTER RECOVERY

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission-critical central IT and other TTU systems.

N. DISPUTE RESOLUTION

The parties shall utilize the Dispute Resolution process provided for in Texas Government Code 2260 for all disputes arising from this MOU. Neither the execution of this MOU by TTU nor any other conduct of any representative of TTU relating to the MOU will be considered a waiver of TTU's sovereign immunity to suit.

O. LIMITATION ON LIABILITY

It is understood and agreed that TTU will not be liable for any negligent or wrongful acts, either of commission or omission, chargeable to it unless such liability is imposed by Texas law and that this MOU shall not be construed as seeking to either enlarge or diminish any obligation or duty owed by TTU to Brownfield ISD or to any third party.

P. NOT EXCLUSIVE

Brownfield ISD acknowledges and agrees that the MOU with TTU is non-exclusive and TTU has the right to engage with other contractors for similar or identical scopes of work, and to purchase similar or identical products or services from other contractors.

Q. EXECUTION OF UNDERSTANDING

The undersigned authorize this cooperative understanding under the aforementioned terms.



Digitally signed by Yung
Ng
Date: 2018.11.03
11:05:32 -05'00'

Yung Ng for
Sam Segran
Chief Information Officer
Texas Tech University

Date



10-30-18

Date

Superintendent
Brownfield ISD

Signature:



Email: jennifer.adling@ttu.edu

Nov 6, 2018

Signature: Robin H. Lock
Robin H. Lock (Nov 7, 2018)

Email: robin.lock@ttu.edu

Nov 7, 2018

Appendix A

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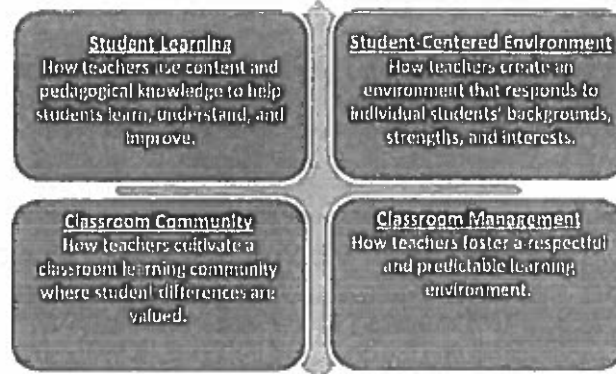
Description of the CEI-SPS



THE
COLORADO
EDUCATION
INITIATIVE

Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always, most of the time, some of the time, and never*. The survey is organized by four elements²:



There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 -12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoeducationinitiative.org/studentsurvey/.

Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#) not by survey element.

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My teacher tells us what we are learning and why.
My teacher asks questions to be sure we are following along.
My teacher talks to me about my work to help me understand my mistakes.
My teacher writes notes on my work that help me do better next time.
The schoolwork we do is interesting.
Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
My teacher wants us to share what we think.
My teacher teaches us to respect people's differences.
My teacher knows what makes me excited about learning.
My teacher talks about things we learn in other classes, subjects, and years.
If I am sad or angry, my teacher helps me feel better.
My teacher would notice if something was bothering me.
The people we learn and read about in this class are like me.
My teacher knows what my life is like outside of school.
My teacher knows what is important to me.
Students feel comfortable sharing their ideas in this class.
Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
My teacher cares about me.
In this class, I feel like I fit in.
I feel like an important part of my classroom community.
I ask for help when I need it.
I feel like I do a good job in this class.
Classroom Management: How teachers foster a respectful and predictable learning environment.
Our class stays busy and does not waste time.
Students in my class are respectful to our teacher.
My classmates behave the way my teacher wants them to.
All of the kids in my class know what they are supposed to be doing and learning.

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Appendix B
Developmentally Appropriate CEI-SPS

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade(s): K-1

Student Name:

Directions: The sentences below will be read aloud to you. Circle the word that tells what you think about each statement!



1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



Always



Sometimes



Never



2. My classmates behave the way my teacher wants them to.



Always



Sometimes



Never



3. Our class stays busy and doesn't waste time.



Always



Sometimes



Never

Appendix B (continued)



4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



*Teacher Use Only
Anecdotal Note? ():

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Appendix B (continued)

Recording K-I SPS Scores

Q. Answer Key:

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
15-								
16-								
17-								
18-								
19-								
20-								
21-								
22-								
23-								

Brownfield ISD #C13478

Adobe Sign Document History

11/07/2018

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By:	Leticia Cobos (leticia.cobos@ttu.edu)
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Transaction ID:	CBJCHBCAABAA7Asn1QRlhnxky5CziGBm2HeO248WMYk9

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11/07/2018 - 5:05:20 PM CST



POWERED BY
Adobe Sign

**Memorandum of Understanding
Teacher-Preparation Program**

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Parties. Texas Tech University (TTU), through its College of Education at Texas Tech University (TTUCOE) and its Information Technology Division (TTUITD) are collaborating with Fayetteville ISD to improve educator preparation, with the end goal of improving Fayetteville ISD student achievement.

WHEREAS, the parties to this Memorandum of Understanding (MOU) desire to continue their support of the TechTeach Teacher Preparation Program, serving elementary and secondary grade-levels in high need areas.

Purpose. The purpose of this MOU is to articulate the goals of the partnership, and to specify each party's responsibilities associated with implementing the TechTeach Teacher Preparation Program (the "Program").

A. COLLABORATIVE GOALS

Goal 1

Design and implement within Fayetteville ISD, a district-based, clinically intensive teacher education program with the aim of mentoring TTUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become highly competent in their subject-area, pedagogy and, by the second (2nd) year of teaching, to produce student achievement gain scores greater than the district average; and

Goal 2

Establish a framework for transferring teacher-level data between the Fayetteville ISD and TTUITD for the purposes of monitoring and evaluating the preparation and effectiveness of Teacher Candidates who are working in Fayetteville ISD. Teacher-level mean scores of students in classrooms aggregated to the teacher.

B. TTUCOE RESPONSIBILITIES

Related to Goal 1:

- 1) Dedicate and support a full-time person to serve as a Site Coordinator and district liaison ("TTU Site Coordinator"). On a day-to-day basis, the Site Coordinator will (a) provide support to Teacher Candidates placed in Fayetteville ISD schools, (b) collaborate with building administrators and Mentor Teachers, and (c) contribute to the governance meetings with Fayetteville ISD and community college partners.
- 2) Recruit and screen talented and committed Teacher Candidates into competency-based teacher education programs.
- 3) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Fayetteville ISD need.
- 4) Use Teacher Candidate clinical competency data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Clinical competency data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates' instructional practices is achieved. Video-capture of Teacher Candidates will not be published without valid consents as required by FERPA or any other applicable privacy law, regulation, or policy. In recognition of the sensitivity of this practice, video of candidates' instruction will be captured under the district media permission (see C.5. below) in the following manner:
 - a. Capture of video. TTUCOE will:
 - i. Center the Teacher Candidate as the focal point of the video;
 - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Fayetteville ISD students' faces, though some incidental exposure is likely; and
 - iii. Direct its Teacher Candidates to determine with Mentor Teachers (Fayetteville ISD teachers under whom TTUCOE Teacher Candidate work) the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture these student/s in the recording. The Mentor Teacher will be responsible for ensuring such students are not included in the video capture. The student exception will be documented by the Teacher Candidate.

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- b. Handling and storage of video capture. TTUCOE will:
 - i. Restrict only authorized individuals to access videos; TTU will integrate access controls by requiring TTU network account credentials (eRaider) to view video content. Access authorization will be established by the TTUCOE Program director with concurrence from the dean, and communicated to TTUITD;
 - ii. Prepare all Teacher Candidates to utilize the Swivl application, a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;
 - iii. Train Teacher Candidates to upload to the secure Swivl site all video associated with course assignments or performance assessments within twenty-four (24) hours of capture;
 - iv. Ensure the use of the Swivl application provides the security assurances necessary for recording in classroom. Video captured with the Swivl application is automatically and permanently erased from the device, once uploaded to the secure website;
 - v. Coordinate maintenance of video on the secure Swivl website for a period not to exceed ten (10) years from time of capture; and
 - vi. In the event of contract termination with Swivl, TTU will retain all video content in accordance with applicable retention policies, and will store the content on a TTUCOE server at the TTU University Data Center, with strict access controls remaining in place. Note that if another vendor is engaged, TTUCOE will require that the new vendor comply with the terms of this MOU, as well as TTU Operating Policies, including the TTU IT Security Policies.
- c. Use of video for instructional purposes. TTUCOE will upload video to the secure Swivl site:
 - i. For purpose of self-observation and self-evaluation of instructional practices;
 - ii. To be used by TTU faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skill;
 - iii. To be used for purposes of Program evaluation;
 - iv. To be used by TTU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and
 - v. In no case will images of students appear in a public forum for purposes of self, candidate, Program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
- 5) Work with Fayetteville ISD personnel to collaboratively select, train, support, and evaluate Fayetteville ISD teachers serving as Mentor Teachers to Teacher Candidates.
- 6) Require its Teacher Candidates to abide by the rules of conduct contained within the TTUCOE Student Handbook and the Fayetteville ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Fayetteville ISD and TTUCOE policies will be followed.
- 7) Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
- 8) Prior to working with Fayetteville ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Fayetteville ISD, including a fingerprint background check.
- 9) Provide a TTUCOE liaison to work with Fayetteville ISD technology operations.
- 10) Secure any required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool.
 - a. The CEI-SPS collects information about four (4) relevant educational constructs:
 - i. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - ii. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

- iii. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
 - iv. Classroom Management: How teachers foster a respectful and predictable learning environment.
- b. The CEI-SPS survey instrument (see Appendixes A and B) does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

C. FAYETTEVILLE ISD RESPONSIBILITIES

Related to Goal 1: Fayetteville ISD will inform parents of the teacher assessment activity, and explain the measures taken to specifically avoid video capturing their students. Fayetteville ISD will:

- 1) Collaborate with TTUCOE to identify schools, principals, and up to one hundred (100) Mentor Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation;
- 2) If space is available, provide a school-based classroom to be used for TTU Teacher Candidate coursework that is sufficient in size to hold up to twenty (20) Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building;
- 3) Provide office space for the TTU Site Coordinator on at least one campus where TTU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and conferences with individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Fayetteville ISD administrative office location;
- 4) Incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of TTUCOE Teacher Candidates; and
- 5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Mentor Teacher, TTU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.

Related to Goal 2:

Using the list provided by TTUITD, Fayetteville ISD will provide a collection of data tables containing the following information about Fayetteville ISD teachers who serve as Mentor Teachers working with Teacher Candidates (MT-TC pairs); and a second collection of tables with achievement data from inservice teachers (teachers in the schools where Teacher Candidates are placed) who are matched to the MT-TC pairs based on past and present Value-Added (or student-growth) scores, grade, and tested content. For example, if a MT in the pair has "above one year's growth" in Grade 8 Math last year and "at one-year's growth" in the current year, then the corresponding sample would be comprised of teacher-level data from inservice teachers who also produced a similarly-ranked growth score for the past and current years. The achievement data along with the comparison data is necessary to verify the impact that Teacher Candidates might have on student achievement during the year-long student-teaching practicum.

With regard to the transfer of data:

- TTUITD will send the list to Fayetteville ISD using the TTU Large File Transfer program (<http://largefiles.ttu.edu>);

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- Fayetteville ISD will access the transferred data, and provide the aforementioned data; and
- Fayetteville ISD will transfer the data back to TTUITD, using the TTU Large File Transfer program. Note that the Fayetteville ISD representative will obtain a TTU eRaider access account, as a research partner. (For assistance, contact IT Help Central by phone at (806) 742-HELP or by email at ithelpcentral@ttu.edu).

When available, Value-Added scores will be provided by Fayetteville ISD annually to TTUCOE, but in years when this variable was not calculated, Fayetteville ISD is under no obligation to provide it. In the event that the Value Added variable was not calculated, then Fayetteville ISD will provide for Grade 3-11, class averages of the State of Texas Assessments of Academic Readiness (STAAR) scale score, and a frequency count of within-class student levels. For Mentor Teachers in Grade 4 and above, this request will include average growth indices. If available for Grade K to 2, teacher-aggregated data derived from Measure of Academic Progress (MAP), or norm-referenced assessments will also be provided to TTUCOE.

- 6) Provide to TTUITD Value-Added scores for the Fayetteville ISD TTU Teacher Candidates if they are hired by the district, beginning in the school year following the candidates' graduation and extending to the termination date of this MOU. Additional provisions:
 - a. If available, Fayetteville ISD will also provide Value-Added scores for Teacher Candidates, and all detailed Value-Added data collected, as defined by the project leadership group.
 - b. Where possible, permit TTUCOE to administer the CEI-SPS to Fayetteville ISD students in the classes taught by Teacher Candidates ultimately hired by Fayetteville ISD.
 - c. The data compiled for Teacher Candidates hired by Fayetteville ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.

D. JOINT TTUCOE AND FAYETTEVILLE ISD RESPONSIBILITIES

- 1) Meetings. Representatives of Fayetteville ISD and TTUCOE and any community college partners will meet three (3) times each year to review Program data, discuss implementation of the Program, and plan for future needs of Fayetteville ISD.
- 2) Administer the CEI-SPS survey. The CEI-SPS will be administered online by TTUCOE via a secure portal developed by TTU partner, National Institute for Excellence in Teaching (NIET). The portal will be used to administer the survey two times during the school year (i.e., once in September and once in April) by each Mentor Teacher/Teacher Candidate (MT/TC) pair (see Joint responsibilities, Section D).
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 - c. Via the portal, NIET will use student responses to produce student-level response reports (i.e., data visualization) showing perceptions in the four (4) survey categories. Data will be displayed in the aggregate, and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to MT-TC pairs, and will not be uploaded to the NIET portal or any other TTU data system.
 - d. Using the aggregate, disaggregated, and identifiable reports, Teacher Candidates will develop data-guided goals and action plans for improving their students' perceptions in the four (4) survey areas.

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- e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for TTU's Teacher Candidates.
- f. Paper surveys will be maintained by the TTU Primary Investigator ("PI") in a locked, secure location for one (1) year, and then properly discarded according to all applicable retention policies. After the data is entered in to the portal, no one but the PI will have access to the paper surveys.

E. TTUITD RESPONSIBILITIES

Related to Goal 2:

- 1) TTUITD will provide Fayetteville ISD with the names of specific Mentor Teachers to be included in the data request as outlined the Goal 2 text.
- 2) TTUITD will periodically evaluate the data collection and security processes, to ensure adherence to the data and information security guidelines delineated in this MOU. Any violation of these terms will result in the immediate discontinuance of data collection processes.
- 3) TTUITD will provide Fayetteville ISD with the names of specific Teacher Candidates hired by Fayetteville ISD for whom data is requested as outlined in Goal 2 text.

F. CONTACTS

Technical contacts for the MOU execution described herein are as follows:

TTUITD
Katherine A. Austin, Ph.D.
Associate Assistant Vice President
Office of the CIO
Texas Tech University
kathy.austin@ttu.edu
(806) 742-5156

Fayetteville ISD
Jeff W. Harvey, Ed.D.
Superintendent
Fayetteville ISD
jwharvey@fayettevilleisd.net
(979) 378-4242

Mike Simmons
Managing Director
Application Development and Support, TTUITD
Texas Tech University
mike.simmons@ttu.edu
(806) 834-5931

TTUCOE
Doug Hamman, Ph.D.
Professor & Chair, Department of Teacher Education
Texas Tech University
doug.hamman@ttu.edu
(806) 834-4113

Implementation and further technical contacts will be exchanged upon execution of the MOU.

**Memorandum of Understanding
Teacher-Preparation Program**

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Executive contacts for this MOU:

TTUITD

Sam Segan
Chief Information Officer
Office of the CIO
Texas Tech University
sam.segran@ttu.edu
(806) 742-5151

Fayetteville ISD

Jeff W. Harvey, Ed.D.
Superintendent
Fayetteville ISD
jwharvey@fayettevilleisd.net
(979) 378-4242

G. NOTICE

Notice under this MOU must also be written and delivered to the person or department named below: (1) by hand delivery, (2) by United States mail, or (3) by email. Notice will be effective upon physical delivery of the notice by messenger service; or, four (4) business days after the date of mailing by certified mail, return receipt requested; or upon acknowledgement of notice by the email recipient, either by return receipt or reply email. If no email receipt or reply has been received by the sender within one (1) business day from emailing the notice, the notice is deemed incomplete and sender must send notice by messenger or certified mail.

If to TTU: Texas Tech University
 Contracting
 PO Box 41094
 Lubbock, TX 79409
 contracting@ttu.edu

If to ISD: Fayetteville ISD
 Attn.: Jeff W. Harvey
 PO Box 129
 Fayetteville, TX 78940-0129
 jwharvey@fayettevilleisd.net

H. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires eight (8) years from execution. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party.

I. USE OF DATA

Throughout the term of this MOU, and upon termination, each party shall be solely responsible for data in its possession, and neither party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The parties agree to abide by all federal, state, or local laws and regulations and TTU Policies and Procedures as applicable to performance under this MOU. Applicable law includes but is not limited to Family Educational Rights and Privacy Act (FERPA) and the Texas Public Information Act (TPIA). Except as defined under this MOU, neither party will disclose data to another party for any reason unless required by law.

J. RELEASE OF INFORMATION

The parties agree to coordinate the voluntary release of information related to this MOU.

K. GOVERNING LAW; VENUE

This MOU is governed by and interpreted under Texas law and Lubbock County, Texas will be the proper place for venue for any disputes involving this MOU.

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L. COSTS

Other than the financial obligation in Section B.1, this MOU is not a commitment of funds and does not create any fiscal obligation on the part of either party. Each party will bear its own costs, risks, and liabilities arising out of its obligations and efforts under this MOU during the period it is in effect. No party shall have any right for reimbursement, payment, or compensation of any kind for work performed under this MOU.

M. DISASTER RECOVERY

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission-critical central IT and other TTU systems.

N. DISPUTE RESOLUTION

The parties shall utilize the Dispute Resolution process provided for in Texas Government Code 2260 for all disputes arising from this MOU. Neither the execution of this MOU by TTU nor any other conduct of any representative of TTU relating to the MOU will be considered a waiver of TTU's sovereign immunity to suit.

O. LIMITATION ON LIABILITY

It is understood and agreed that TTU will not be liable for any negligent or wrongful acts, either of commission or omission, chargeable to it unless such liability is imposed by Texas law and that this MOU shall not be construed as seeking to either enlarge or diminish any obligation or duty owed by TTU to Fayetteville ISD or to any third party.

P. NOT EXCLUSIVE

Fayetteville ISD acknowledges and agrees that the MOU with TTU is non-exclusive and TTU has the right to engage with other contractors for similar or identical scopes of work, and to purchase similar or identical products or services from other contractors.

Q. EXECUTION OF UNDERSTANDING

The undersigned authorize this cooperative understanding under the aforementioned terms.


For Sam Segran

Yung Ng

Digitally signed by Yung Ng
Date: 2018.10.31 16:07:45
-05'00'

Sam Segran
Chief Information Officer
Office of the CIO
Texas Tech University

Date



Jeff W. Harvey
Superintendent
Fayetteville ISD

10/16/2018

Date

Signature: _____



Email: jennifer.adling@ttu.edu

Nov 6, 2018

Signature: _____

Robin H. Lock
Robin H. Lock (Nov 7, 2018)

Email: robin.lock@ttu.edu

Nov 7, 2018

Memorandum of Understanding
Teacher-Preparation Program

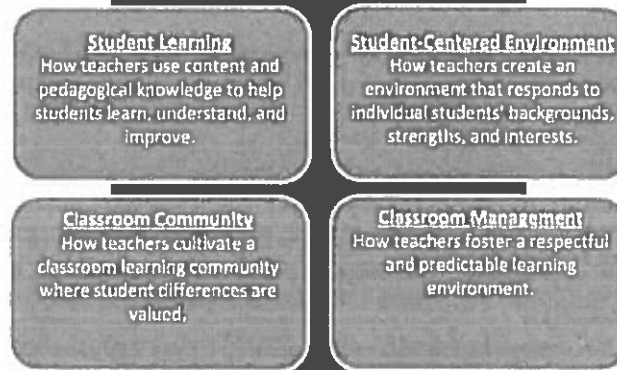
8

Appendix A
Description of the CEI-SPS



Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always, most of the time, some of the time, and never*. The survey is organized by four elements²:



There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 - 12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoeducationinitiative.org/studentsurvey/.

Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#) not by survey element.

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My teacher tells us what we are learning and why.
My teacher asks questions to be sure we are following along.
My teacher talks to me about my work to help me understand my mistakes.
My teacher writes notes on my work that help me do better next time.
The schoolwork we do is interesting.
Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
My teacher wants us to share what we think.
My teacher teaches us to respect people's differences.
My teacher knows what makes me excited about learning.
My teacher talks about things we learn in other classes, subjects, and years.
If I am sad or angry, my teacher helps me feel better.
My teacher would notice if something was bothering me.
The people we learn and read about in this class are like me.
My teacher knows what my life is like outside of school.
My teacher knows what is important to me.
Students feel comfortable sharing their ideas in this class.
Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
My teacher cares about me.
In this class, I feel like I fit in.
I feel like an important part of my classroom community.
I ask for help when I need it.
I feel like I do a good job in this class.
Classroom Management: How teachers foster a respectful and predictable learning environment.
Our class stays busy and does not waste time.
Students in my class are respectful to our teacher.
My classmates behave the way my teacher wants them to.
All of the kids in my class know what they are supposed to be doing and learning.

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Appendix B
Developmentally Appropriate CEI-SPS

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade(s): K-1

☐ Student Name:

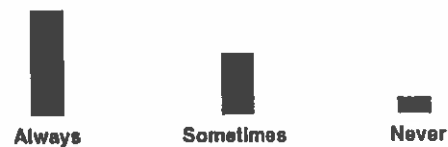
Directions: The sentences below will be read aloud
to you! Circle the word that tells what you think
about each statement!



1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



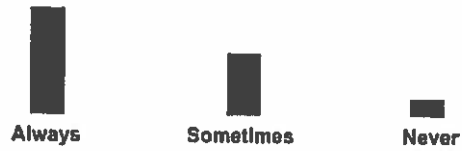
3. Our class stays busy and doesn't waste time.



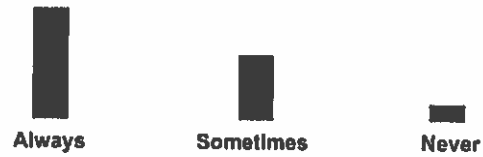
Appendix B (continued)



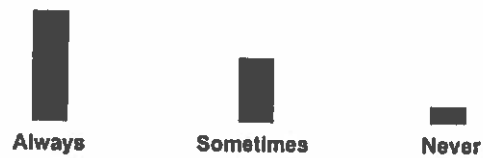
4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



***Teacher Use Only**
Anecdotal Note? ():

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Appendix B (continued)

Recording K-1 SPS Scores

Q. Answer Key:

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
15-								
16-								
17-								
18-								
19-								
20-								
21-								
22-								
23-								

Document created by Leticia Cobos (leticia.cobos@ttu.edu) on 11/06/2018 at 1:53:40 PM CST. IP address: 129.118.87.172









Fayetteville ISD #C13443

Adobe Sign Document History

11/07/2018

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By:	Leticia Cobos (leticia.cobos@ttu.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAA0IIRsDnQel2pjIsiX2OC0cxvLIXLErg

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11/07/2018 - 5:03:23 PM CST



POWERED BY
Adobe Sign

Parties. Texas Tech University (TTU), through its College of Education at Texas Tech University (TTUCOE) and its Information Technology Division (TTUITD) are collaborating with Dawson ISD to improve educator preparation, with the end goal of improving Dawson ISD student achievement.

WHEREAS, the parties to this Memorandum of Understanding (MOU) desire to continue their support of the TechTeach Teacher Preparation Program, serving elementary and secondary grade-levels in high need areas.

Purpose. The purpose of this MOU is to articulate the goals of the partnership, and to specify each party's responsibilities associated with implementing the TechTeach Teacher Preparation Program (the "Program").

A. COLLABORATIVE GOALS

Goal 1

Design and implement within Dawson ISD, a district-based, clinically intensive teacher education program with the aim of mentoring TTUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become highly competent in their subject-area, pedagogy and, by the second (2nd) year of teaching, to produce student achievement gain scores greater than the district average; and

Goal 2

Establish a framework for transferring teacher-level data between the Dawson ISD and TTUITD for the purposes of monitoring and evaluating the preparation and effectiveness of Teacher Candidates who are working in Dawson ISD. Teacher-level mean scores of students in classrooms aggregated to the teacher.

B. TTUCOE RESPONSIBILITIES

Related to Goal 1:

- 1) Dedicate and support a full-time person to serve as a Site Coordinator and district liaison ("TTU Site Coordinator"). On a day-to-day basis, the Site Coordinator will (a) provide support to Teacher Candidates placed in Dawson ISD schools, (b) collaborate with building administrators and Mentor Teachers, and (c) contribute to the governance meetings with Dawson ISD and community college partners.
- 2) Recruit and screen talented and committed Teacher Candidates into competency-based teacher education programs.
- 3) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Dawson ISD need.
- 4) Use Teacher Candidate clinical competency data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Clinical competency data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates' instructional practices is achieved. Video-capture of Teacher Candidates will not be published without valid consents as required by FERPA or any other applicable privacy law, regulation, or policy. In recognition of the sensitivity of this practice, video of candidates' instruction will be captured under the district media permission (see C.5. below) in the following manner:
 - a. Capture of video. TTUCOE will:
 - i. Center the Teacher Candidate as the focal point of the video;
 - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Dawson ISD students' faces, though some incidental exposure is likely; and
 - iii. Direct its Teacher Candidates to determine with Mentor Teachers (Dawson ISD teachers under whom TTUCOE Teacher Candidate work) the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture these student/s in the recording. The Mentor Teacher will be responsible for ensuring such students are not included in the video capture. The student exception will be documented by the Teacher Candidate.
 - b. Handling and storage of video capture. TTUCOE will:

- i. Restrict only authorized individuals to access videos; TTU will integrate access controls by requiring TTU network account credentials (eRaider) to view video content. Access authorization will be established by the TTUCOE Program director with concurrence from the dean, and communicated to TTUITD;
 - ii. Prepare all Teacher Candidates to utilize the Swivl application, a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;
 - iii. Train Teacher Candidates to upload to the secure Swivl site all video associated with course assignments or performance assessments within twenty-four (24) hours of capture;
 - iv. Ensure the use of the Swivl application provides the security assurances necessary for recording in classroom. Video captured with the Swivl application is automatically and permanently erased from the device, once uploaded to the secure website;
 - v. Coordinate maintenance of video on the secure Swivl website for a period not to exceed ten (10) years from time of capture; and
 - vi. In the event of contract termination with Swivl, TTU will retain all video content in accordance with applicable retention policies, and will store the content on a TTUCOE server at the TTU University Data Center, with strict access controls remaining in place. Note that if another vendor is engaged, TTUCOE will require that the new vendor comply with the terms of this MOU, as well as TTU Operating Policies, including the TTU IT Security Policies.
 - c. Use of video for instructional purposes. TTUCOE will upload video to the secure Swivl site:
 - i. For purpose of self-observation and self-evaluation of instructional practices;
 - ii. To be used by TTU faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skill;
 - iii. To be used for purposes of Program evaluation;
 - iv. To be used by TTU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and
 - v. In no case will images of students appear in a public forum for purposes of self, candidate, Program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
- 5) Work with Dawson ISD personnel to collaboratively select, train, support, and evaluate Dawson ISD teachers serving as Mentor Teachers to Teacher Candidates.
- 6) Require its Teacher Candidates to abide by the rules of conduct contained within the TTUCOE Student Handbook and the Dawson ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Dawson ISD and TTUCOE policies will be followed.
- 7) Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
- 8) Prior to working with Dawson ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Dawson ISD, including a fingerprint background check.
- 9) Provide a TTUCOE liaison to work with Dawson ISD technology operations.
- 10) Secure any required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool.
 - a. The CEI-SPS collects information about four (4) relevant educational constructs:
 - i. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - ii. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

- iii. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
- iv. Classroom Management: How teachers foster a respectful and predictable learning environment.

- b. The CEI-SPS survey instrument (see Appendixes A and B) does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

C. DAWSON ISD RESPONSIBILITIES

Related to Goal 1: Dawson ISD will inform parents of the teacher assessment activity, and explain the measures taken to specifically avoid video capturing their students. Dawson ISD will:

- 1) Collaborate with TTUCOE to identify schools, principals, and up to one hundred (100) Mentor Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation;
- 2) If space is available, provide a school-based classroom to be used for TTU Teacher Candidate coursework that is sufficient in size to hold up to twenty (20) Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building;
- 3) Provide office space for the TTU Site Coordinator on at least one campus where TTU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and conferences with individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Dawson ISD administrative office location;
- 4) **Incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of TTUCOE Teacher Candidates; and**
- 5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Mentor Teacher, TTU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.

Related to Goal 2:

Using the list provided by TTUITD, Dawson ISD will provide a collection of data tables containing the following information about Dawson ISD teachers who serve as Mentor Teachers working with Teacher Candidates (MT-TC pairs); and a second collection of tables with achievement data from inservice teachers (teachers in the schools where Teacher Candidates are placed) who are matched to the MT-TC pairs based on past and present Value-Added (or student-growth) scores, grade, and tested content. For example, if a MT in the pair has "above one year's growth" in Grade 8 Math last year and "at one-year's growth" in the current year, then the corresponding sample would be comprised of teacher-level data from inservice teachers who also produced a similarly-ranked growth score for the past and current years. The achievement data along with the comparison data is necessary to verify the impact that Teacher Candidates might have on student achievement during the year-long student-teaching practicum.

With regard to the transfer of data:

- TTUITD will send the list to Dawson ISD using the TTU Large File Transfer program (<http://largefiles.ttu.edu>);
- Dawson ISD will access the transferred data, and provide the aforementioned data; and

- Dawson ISD will transfer the data back to TTUITD, using the TTU Large File Transfer program. Note that the Dawson ISD representative will obtain a TTU eRaider access account, as a research partner. (For assistance, contact IT Help Central by phone at (806) 742-HELP or by email at ithelpcentral@ttu.edu).

When available, Value-Added scores will be provided by Dawson ISD annually to TTUCOE, but in years when this variable was not calculated, Dawson ISD is under no obligation to provide it. In the event that the Value Added variable was not calculated, then Dawson ISD will provide for Grade 3-11, class averages of the State of Texas Assessments of Academic Readiness (STAAR) scale score, and a frequency count of within-class student levels. For Mentor Teachers in Grade 4 and above, this request will include average growth indices. If available for Grade K to 2, teacher-aggregated data derived from Measure of Academic Progress (MAP), or norm-referenced assessments will also be provided to TTUCOE.

- 6) Provide to TTUITD Value-Added scores for the Dawson ISD TTU Teacher Candidates if they are hired by the district, beginning in the school year following the candidates' graduation and extending to the termination date of this MOU. Additional provisions:
 - a. If available, Dawson ISD will also provide Value-Added scores for Teacher Candidates, and all detailed Value-Added data collected, as defined by the project leadership group.
 - b. Where possible, permit TTUCOE to administer the CEI-SPS to Dawson ISD students in the classes taught by Teacher Candidates ultimately hired by Dawson ISD.
 - c. The data compiled for Teacher Candidates hired by Dawson ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.

D. JOINT TTUCOE AND DAWSON ISD RESPONSIBILITIES

- 1) Meetings. Representatives of Dawson ISD and TTUCOE and any community college partners will meet three (3) times each year to review Program data, discuss implementation of the Program, and plan for future needs of Dawson ISD.
- 2) Administer the CEI-SPS survey. The CEI-SPS will be administered online by TTUCOE via a secure portal developed by TTU partner, National Institute for Excellence in Teaching (NIET). The portal will be used to administer the survey two times during the school year (i.e., once in September and once in April) by each Mentor Teacher/Teacher Candidate (MT/TC) pair (see Joint responsibilities, Section D).
- 3) For each administration of the CEI-SPS, the following steps will be followed:
 - a. Under the supervision of the Mentor Teacher, Teacher Candidates will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in Kindergarten through Grade 2, the abbreviated survey will be administered using a "small-group response" paper/pencil form; and Teacher Candidates will manually enter students' responses into a data portal in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
 - b. To complete the electronic survey, 3rd - 12th grade students will login to a secure URL using a unique numeric code. This code will allow students' responses to be linked to demographic variables and past achievement results. These results will be viewable only by the Mentor Teacher and the Teacher Candidate, much like any classroom-based formative or summative assessment.
 - c. Via the portal, NIET will use student responses to produce student-level response reports (i.e., data visualization) showing perceptions in the four (4) survey categories. Data will be displayed in the aggregate, and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to MT-TC pairs, and will not be uploaded to the NIET portal or any other TTU data system.
 - d. Using the aggregate, disaggregated, and identifiable reports, Teacher Candidates will develop data-guided goals and action plans for improving their students' perceptions in the four (4) survey areas.
 - e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for TTU's Teacher Candidates.

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- f. Paper surveys will be maintained by the TTU Primary Investigator ("PI") in a locked, secure location for one (1) year, and then properly discarded according to all applicable retention policies. After the data is entered in to the portal, no one but the PI will have access to the paper surveys.

E. TTUITD RESPONSIBILITIES

Related to Goal 2:

- 1) TTUITD will provide Dawson ISD with the names of specific Mentor Teachers to be included in the data request as outlined the Goal 2 text.
- 2) TTUITD will periodically evaluate the data collection and security processes, to ensure adherence to the data and information security guidelines delineated in this MOU. Any violation of these terms will result in the immediate discontinuance of data collection processes.
- 3) TTUITD will provide Dawson ISD with the names of specific Teacher Candidates hired by Dawson ISD for whom data is requested as outlined in Goal 2 text.

F. CONTACTS

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Office of the CIO
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kathy.austin@ttu.edu
(806) 742-5156

Dawson ISD

Mike Simmons
Managing Director
Application Development and Support, TTUITD
Texas Tech University
mike.simmons@ttu.edu
(806) 834-5931

TTUCOE

Doug Hamman, Ph.D.
Professor & Chair, Department of Teacher Education
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doug.hamman@ttu.edu
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TTUITD

Sam Segran
Chief Information Officer
Office of the CIO
Texas Tech University
sam.segran@ttu.edu
(806) 742-5151

Dawson ISD

G. NOTICE

Notice under this MOU must also be written and delivered to the person or department named below: (1) by hand delivery, (2) by United States mail, or (3) by email. Notice will be effective upon physical delivery of the notice by messenger service; or, four (4) business days after the date of mailing by certified mail, return receipt requested; or upon acknowledgement of notice by the email recipient, either by return receipt or reply email. If no email receipt or reply has been received by the sender within one (1) business day from emailing the notice, the notice is deemed incomplete and sender must send notice by messenger or certified mail.

If to TTU:	Texas Tech University Contracting PO Box 41094 Lubbock, TX 79409 contracting@ttu.edu
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If to ISD:	Dawson ISD Attn.: Address City, State, Zip Email
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H. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires eight (8) years from execution. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party.

I. USE OF DATA

Throughout the term of this MOU, and upon termination, each party shall be solely responsible for data in its possession, and neither party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The parties agree to abide by all federal, state, or local laws and regulations and TTU Policies and Procedures as applicable to performance under this MOU. Applicable law includes but is not limited to Family Educational Rights and Privacy Act (FERPA) and the Texas Public Information Act (TPIA). Except as defined under this MOU, neither party will disclose data to another party for any reason unless required by law.

J. RELEASE OF INFORMATION

The parties agree to coordinate the voluntary release of information related to this MOU.

K. GOVERNING LAW; VENUE

This MOU is governed by and interpreted under Texas law and Lubbock County, Texas will be the proper place for venue for any disputes involving this MOU.

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L. COSTS

Other than the financial obligation in Section B.1, this MOU is not a commitment of funds and does not create any fiscal obligation on the part of either party. Each party will bear its own costs, risks, and liabilities arising out of its obligations and efforts under this MOU during the period it is in effect. No party shall have any right for reimbursement, payment, or compensation of any kind for work performed under this MOU.

M. DISASTER RECOVERY

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission-critical central IT and other TTU systems.

N. DISPUTE RESOLUTION

The parties shall utilize the Dispute Resolution process provided for in Texas Government Code 2260 for all disputes arising from this MOU. Neither the execution of this MOU by TTU nor any other conduct of any representative of TTU relating to the MOU will be considered a waiver of TTU's sovereign immunity to suit.

O. LIMITATION ON LIABILITY

It is understood and agreed that TTU will not be liable for any negligent or wrongful acts, either of commission or omission, chargeable to it unless such liability is imposed by Texas law and that this MOU shall not be construed as seeking to either enlarge or diminish any obligation or duty owed by TTU to Dawson ISD or to any third party.

P. NOT EXCLUSIVE

Dawson ISD acknowledges and agrees that the MOU with TTU is non-exclusive and TTU has the right to engage with other contractors for similar or identical scopes of work, and to purchase similar or identical products or services from other contractors.

Q. EXECUTION OF UNDERSTANDING

The undersigned authorize this cooperative understanding under the aforementioned terms.

Sam Segrán
Chief Information Officer
Office of the CIO
Texas Tech University

Date

Superintendent
Dawson ISD

Date

Jennifer Adling
Chief Procurement Officer
Procurement Services
Texas Tech University

Date

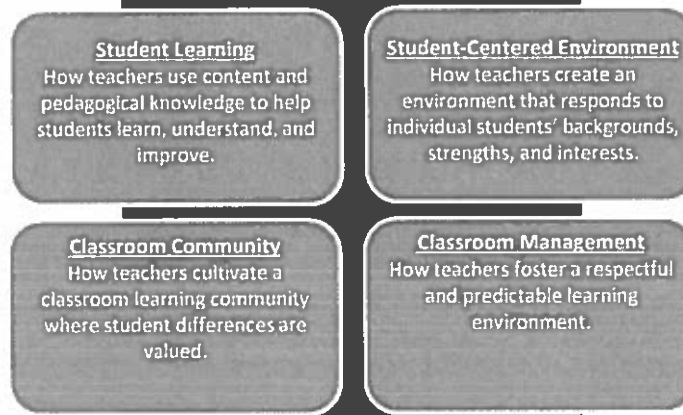
Appendix A

Description of the CEI-SPS



Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always*, *most of the time*, *some of the time*, and *never*. The survey is organized by four elements²:



There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 -12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoeducationinitiative.org/student-survey/.

Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#) not by survey element.

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My teacher tells us what we are learning and why.

My teacher asks questions to be sure we are following along.

My teacher talks to me about my work to help me understand my mistakes.

My teacher writes notes on my work that help me do better next time.

The schoolwork we do is interesting.

Student-Centered Environment: *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*

My teacher wants us to share what we think.

My teacher teaches us to respect people's differences.

My teacher knows what makes me excited about learning.

My teacher talks about things we learn in other classes, subjects, and years.

If I am sad or angry, my teacher helps me feel better.

My teacher would notice if something was bothering me.

The people we learn and read about in this class are like me.

My teacher knows what my life is like outside of school.

My teacher knows what is important to me.

Students feel comfortable sharing their ideas in this class.

Classroom Community: *How teachers cultivate a classroom learning community where student differences are valued.*

My teacher cares about me.

In this class, I feel like I fit in.

I feel like an important part of my classroom community.

I ask for help when I need it.

I feel like I do a good job in this class.

Classroom Management: *How teachers foster a respectful and predictable learning environment.*

Our class stays busy and does not waste time.

Students in my class are respectful to our teacher.

My classmates behave the way my teacher wants them to.

All of the kids in my class know what they are supposed to be doing and learning.

Appendix B
Developmentally Appropriate CEI-SPS

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade(): K 1

Student Name:

Directions: The sentences below will be read aloud to you! Circle the word that tells what you think about each statement!



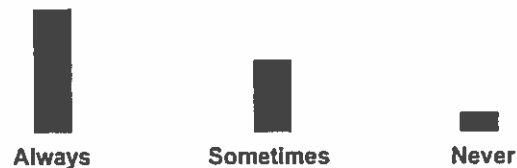
1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



3. Our class stays busy and doesn't waste time.



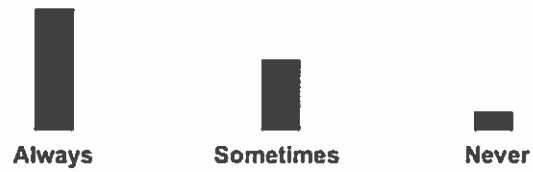
Appendix B (continued)



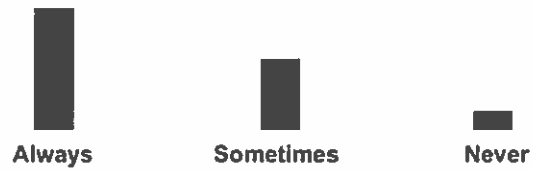
4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



***Teacher Use Only**

Anecdotal Note? ():

Appendix B (continued)

Recording K-I SPS Scores

Q. Answer Key:

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
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22-								
23-								